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IDEJEN Final Report

Initiative Pour le Développement des Jeunes en Dehors du Milieu Scolaire

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IDEJEN

EDC Learning transforms lives.

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Acronyms

AED	Academy for Educational Development
CBO	Community-Based Organization
CDCJ	Centre du Développement de Carrières de Jeunes (Youth Career Development Center)
CRS	Catholic Relief Services
EA	Ecole Atelier (Level 2 Technical Trade School)
EQUIP3	Education Quality Improvement Project 3
EVI	EcoVentures International
GOH	Government of Haiti
HIGHER	Hurricane Emergency Recovery Program
IDEJEN	Initiative pour le Développement des Jeunes en dehors du milieu scolaire
IGA	Income-Generating Activity
INFP	Institut National de la Formation Professionelle (National Institute of Vocational Training)
IYF	International Youth Foundation
M&E	Monitoring and Evaluation
MAST	Ministère des Affaires Sociales et du Travail (Ministry of Social Affairs and Work)
MENFP	Ministère de l'Education National et la Formation Professionnelle (Ministry of National Education and Professional Training)
MFI	Micro-Finance Institution
MJSAC	Ministère de la Jeunesse, des Sports et de l'Action Civique (Ministry of Youth, Sports, and Civic Action)
MSPP	Ministère de la Santé Publique et de la Population (Ministry of Public Health and Population)
NFBE	Nonformal Basic Education
NYEC	National Youth Employment Coalition
PEPNET	Promising & Effective Practices Network
SKI	Street Kids International
USG	United State Government
WASH	Water, Sanitation and Hygiene

Acknowledgements

During its time of operation, IDEJEN was touched by so many in large ways and small that it is impossible to do justice to all. The following acknowledgements are therefore only partial; for all those who contributed to IDEJEN but do not see their name, please accept EDC's apology and know that the project was improved because of you.

IDEJEN is first and foremost indebted to the USAID Education Officer, Grace Lang, who recognized the size, needs and potential of Haiti's out-of-school youth population and who had the courage and vision to engage EDC in a learning-oriented initiative. Second, thanks are due to EDC's EQUIP3 LWA Core Management Team, led by then Project Director Paul Sully, who assisted Grace in giving life to her idea. A number of international NGOs and their representatives were also instrumental during IDEJEN's early period, including Raul Ratcliffe from the Academy for Educational Development, Patricia Gil from the National Youth Employment Coalition, and Helene Duquette from Street Kids International.

Tremendous credit must also be given to Melanie Sany, who started off as home office Project Director for IDEJEN but quickly became one of the project's key architects during IDEJEN's critical expansion phases. Ms. Sany provided thoughtful management and then technical guidance when she engaged in an 18-month field residence as IDEJEN Technical Advisor.

It is not an overstatement to say that IDEJEN as it is today would not exist but for the intelligence, determination, leadership and heart of its one and only Chief of Party, Guerda Previlon. Ms. Previlon took on Haiti's youth as her own. To them and their communities, she embodied IDEJEN's commitment to the most marginalized; to partners, she represented a stalwart vision for youth workforce development in Haiti. To staff and colleagues, she was a tireless yet caring leader whose hard work served as an example and at times a very high bar.

All IDEJEN staff and field agents from start to finish gave their best to the project. Those whose service stands out include Frantz Seide, Chantal Joseph, Micheline Hjardemaal, Danielle Jean Baptiste, Ronald Payan, Isnel Pierreval, Leonard Julien, Fristzner Pierre, Kerby Jules, Chandler Merilien, Junia Baptiste, Wilfrid Jean Charles, and Lesly Jules, among others. A special thanks goes as well to Kencia Francois, an IDEJEN Field Agent who lost her life in the 2010 earthquake.

Other essential Haitian partners and leaders include Yves Villefranche of INFP, and Mesguerre Saint-Pierre of the Ministry of Education. Mr. Villefranche was exemplary in his hands-on leadership of INFP's partnership with IDEJEN and his dedication to IDEJEN's mission with marginalized youth. Mr. Mesguerre's open mind and support for Haiti's underserved students provided key momentum for NFBE within the MENFP.

More locally, IDEJEN would have been impossible without the CBO and CDCJ leaders, as well as the basic education and vocational trainers, who worked so hard to train youth and find productive opportunities for them. In this regard, IDEJEN is also indebted to the many small and medium-sized private sector partners, and development partners as well, who agreed to give IDEJEN youth a work opportunity.

In later years, USAID leadership was assumed first by Education Officers Wick Powers, then Julee Allen, each of whom contributed their talents and insights regarding IDEJEN with an eye toward sustaining its vision and making the US government's investment as strong and fruitful as it could be. Key institutional partners in later years included YouthBuild International as well as EcoVentures International. Also, in 2007, Ms. Cornelia Janke assumed EDC's home office management of IDEJEN. Together with colleagues Maureen Malley (Financial Analyst extraordinaire), Ann Hershkowitz and Suzanne Kratzig, Ms. Janke saw IDEJEN through to its conclusion as a project, and its birth as an independent local NGO.

IDEJEN FINAL REPORT

Executive Summary

The Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) project was implemented by Education Development Center, Inc. (EDC), with USAID funding between 2003 and 2011. After an initial pilot phase from 2003 to 2006, IDEJEN expanded in 2007. Through the expansion, it provided 13,050 minimally educated, 15–24 year-olds in 8 of Haiti's 10 departments and in 96 of its 142 communes with an integrated package of basic education and life skills, market-relevant technical training and coaching, and placement in micro-entrepreneurship and other work experiences, or support for return to formal or technical school. IDEJEN offered this support through a network of nearly 200 community-based organization (CBO) training partners as well as newly formed career development centers in each department. IDEJEN staff worked closely with the Ministry of Education's *Institut National de la Formation Professionnelle* (INFP) to provide technical training modules to partner CBOs and to evaluate and grant certificates to youth who completed technical training. The project also provided mentoring to youths who chose to pursue micro-enterprises.

By the time youth activities ended in July 2011, over 11,000 youth, or 86 percent of participants, had successfully completed IDEJEN's basic employability training (nonformal basic education up to a third- or fifth-grade level, plus level one certification in a technical field). Among those who had completed the program by March 2011, 53 percent had gained employment or better employment (including short, medium and long term), and 49 percent had transitioned to further education and training. Additionally, by project end, nearly 200 CBOs had received both technical and management/financial training, site visits, and one-to-one support, and over 300 peer educators had provided HIV/AIDS information and referrals to more than 60,000 community members throughout Haiti. The INFP had added 15 technical course offerings to its original 7 and had a cadre of trained and working technical assessment officers who traveled to IDEJEN training sites to evaluate trainees for certification. The Ministère de l'Education National et la Formation Professionnelle, (MENFP, Ministry of National Education and Professional Training) had produced a draft policy for nonformal basic education (NFBE), and the Ministère de la Jeunesse, des Sports et de l'Action Civique (MJSAC, Ministry of Youth, Sports, and Civic Action) had begun the policy development process.

The IDEJEN Model will continue to evolve via the new NGO, which has already begun to institute large changes via a reinforced Ecole Atelier model. Still, the NGO continues to maintain the original mission of the original research initiative and pilot project: to improve the livelihoods of Haitian out-of-school youth.

While these numbers tell some of the story, they are insufficient to describe the impact of the project on the deeper dynamics of youth, education, livelihood, and institutional development. In IDEJEN's final year of implementation (2010–2011), USAID undertook a project evaluation. As a complement, EDC conducted a series of youth, CBO, and community focus groups in a subset of communities, as well as a telephone survey with a stratified sample of longstanding IDEJEN CBO partners (June 2011). The data provided useful insights into IDEJEN's overall impact on youth workforce development in Haiti and answered questions as to whether the project had delivered upon its promise to reach the following four results:

1) **Marginalized youth are reintegrated into society**
2) **Community-based organizations (CBOs) have improved capacity to address the programming needs of out-of-school youth**
3) **Government of Haiti (GoH) institutions are strengthened to provide and/or oversee improved services to out-of-school youth**
4) **HIV/AIDS awareness and prevention messages are disseminated to out-of- school youth, ages 15–24**

As the following discussion will show, IDEJEN was successful in achieving all four of its planned results. Certainly, the project's youth asset-based approach and advocacy helped communities think differently about youth, and helped youth think differently about themselves. Through IDEJEN's targeted training and livelihood support components, undereducated and unemployed youth had the opportunity to demonstrate their potential and develop their aspirations. Through IDEJEN's advocacy and work experience placement functions, Haitian communities and employers gave youth opportunities they might previously have never considered. In these ways, IDEJEN's aim of helping marginalized youth reintegrate into society was visibly met.

Clearly too, the project was instrumental in advancing the capacity of local institutions, including community organizations, the MENFP's technical training institute, and some private sector partners, to address the personal, training, and work experience needs of marginalized youth. Although not all of IDEJEN's local implementing partners emerged as strong and sustainable, and IDEJEN's mobilization of the private sector around youth workforce development only reached the early stages, the project's pioneering attempts at demand-based technical training, private-sector-linked placement agencies, and productive micro-enterprises for the country's most marginalized young people charted a course that future efforts can refine and build upon. Further, its broad and deep network of community-based training centers offers future development efforts a useful resource when targeting particular geographic regions or youth topics. The power of this network as a development tool was perhaps best demonstrated by the project's quick and effective mobilization of aid after the hurricanes of 2008 and the 2010 earthquake. The network, combined with IDEJEN's corps of peer educators, was also effective in delivering HIV/AIDs and cholera information.

IDEJEN's contribution to Haiti's technical training landscape is also particularly noteworthy. Prior to the project, Haiti's few technical training schools were closed to youth who had not completed their basic education. IDEJEN's work with the INFP both improved the overall quality of its technical offerings and opened its doors to undereducated youth. In addition, with IDEJEN support, INFP

developed a technical skill assessment, certification, and assessment program for both youth and training institutions. This program, combined with IDEJEN's training centers, extended technical training opportunities, and with them the beginnings of a workforce development system, to Haiti's thousands of unskilled and unemployed youth.

The primary factors leading to IDEJEN's success can be summarized as evolutionary vision and institutional commitment, effective and dedicated local leadership, and strong popular support. Both USAID and EDC deserve recognition for their overall management of this initiative. Project managers for both institutions understood that for such a bold initiative to be successful, its approach had to emerge from Haiti's existing assets and challenges. Their long-term orientation allowed for an adaptive approach to design; their flexibility allowed IDEJEN to be as relevant as possible for the population it served.

One particularly powerful ingredient for IDEJEN's relevance was its committed and almost exclusively Haitian staff. EDC was fortunate to find a strong, competent, and visionary leader in its Chief of Party. This leader, in turn, was fortunate to work with a dedicated corps of technical and administrative staff, ranging from its program managers to its accountants, drivers, and field agents—who saw IDEJEN as more than a job, and who, through their own commitment, demonstrated to youth and communities that IDEJEN was more than just another donor-funded project. Youth and communities, in turn, embraced IDEJEN and lent it their hard work and enthusiasm. During IDEJEN's final years of operation, community demand for its programs exceeded the project's ability respond.

Communities' growing demand for IDEJEN was however not only a testament to the project's success, it was also an indicator that youth and communities had few other alternatives. During the time of IDEJEN's implementation, net primary school attendance ratios hovered around 50 percent for boys and girls, while unemployment averaged around 50 percent.[1] Public primary school access rates across the country were notoriously low; fee-based private schools were more prevalent than government ones. In 2002, an estimated two-thirds of the labor force did not have formal employment.[2]

In this context, perhaps it is not surprising that IDEJEN's biggest shortcoming was that it did not do more. For some trades, the project's technical training was too short to provide truly competitive skills. For some students, the project's one-year educational scholarship program ended too soon. For some workers, IDEJEN's placement program should have provided more than six months of placement support. For IDEJEN's entrepreneurs, the project didn't provide enough start-up capital or hands-on business assistance. For some CBOs, IDEJEN capacity building didn't lead to sustainability. And for some communities, IDEJEN support came too late or didn't reach enough people.

All of these critiques are valid, yet when considering the project and the environment in which it operated, they hardly seem fair. If anything, IDEJEN's deficits highlight all the work that remains to be done in the area of youth workforce development in Haiti, while its success offers proof of all that Haitian youth and communities have to offer, if given the opportunity to do so.

[1] *The World Factbook 2005*. Washington, DC: Central Intelligence Agency, 2005.
[2] ibid.

I. Introduction

Begun as a research initiative in September 2003, the Haitian Out-of-School Youth Livelihood Initiative, or, in French, l'Initiative pour le développement des jeunes en dehors du milieu scolaire (IDEJEN), developed into a nationwide project that provided nonformal basic education (NFBE), life skills, technical training, and livelihood support to over 13,000 out-of-school youth, aged 15–24, across 8 out of 10 geographical departments. Education Development Center Inc. (EDC), implemented the project under USAID's Education Quality Improvement Program, EQUIP3, which focused on learning and earning projects for out-of-school youth. Over the course of its implementation, IDEJEN evolved into a prototypical youth and livelihoods project that has influenced the youth and livelihoods landscape in Haiti and beyond through components such as its youth program package, service delivery model, and approach to working with community and government, the latter of which included the initiation of a national conversation about Haitian youth workforce development. IDEJEN also contributed numerous tools, curricula, and certifications targeting out-of-school youth populations. All of these components have developed into what is now a well-respected youth programming model—henceforth referred to in this paper as the IDEJEN model. (This model has been replicated internationally, as well as in Haiti.) While specific objectives were altered or added over the life of the project, IDEJEN's overarching goal—to improve the livelihoods of Haiti's out-of-school youth—remained constant.

This report serves as a culminating record of IDEJEN from its humble beginnings as an exploratory research project to its transformation into a local NGO, all over an eight-year period. The report begins with a brief overview of the history and evolution of the project, followed by a detailed description of project activities and the IDEJEN model. Next we present observations, discussions, and recommendations as these relate to IDEJEN's objectives, core programming model, and project implementation and cross-cutting themes, including a discussion of the model's implementation within an emergency context. To provide richer context of IDEJEN's impact on individual youth, we also provide an in-depth case study (Annex 3).

Report Methodology: Information contained in this report is drawn from data gathered through pre-existing surveys; reports; and additional surveys, interviews, and focus group discussions conducted for this report in August 2010 and June 2011. This information supplements the indicator data collected via more traditional monitoring and evaluation (M&E) methods.[3]

[3] The evolutionary nature of the project, combined with challenging operating conditions, resulted in inconsistent progress monitoring requirements and practices throughout the life of the project, with major changes occurring between the pilot/extension phases and the larger project expansion, taking place in 2007.

II. The Operating Environment

Haiti has one of the youngest populations in the world.[4] At the same time, Haiti ranks among the lowest in the world for net primary and secondary school attendance.[5] In 2006, 4 in 10 people could not read or write. More than half of the population fell below the extreme poverty level of US$1.00 per day, 20 percent of the children were malnourished, half of the population had no access to health care, and four-fifths of the population did not have access to clean drinking water.[6]

These statistics highlight the general poverty as well as the extremely low level of state capacity and will in Haiti during the project's implementation period. In 2005, state revenues comprised only 9 percent of GDP (gross domestic product), compared to an average of 18 percent for other low-income countries. Access to education was notably inequitable, with rural poor families having significantly lower access to schooling than urban and metropolitan families. Access to a living wage was equally inequitable, with the main determinants of employability being education, gender, and migration status. According to a 2006 World Bank report:

> *Many Haitian workers are poor despite working full time, and thus it is important that the quality of jobs, as well as their quantity, is raised. The challenge of job creation, therefore, is to increase productivity and increase opportunities in the labor market for competitive wages.*[7]

The report noted that each year 100,000 new workers entered the metropolitan labor market (largely Port-au-Prince), but that waged employment was available for only half that number and that most of these opportunities resided in the informal sector.

If waged employment is scarce in Haiti, the prospects of making it as a self-employed worker, or micro-entrepreneur, are equally challenging. Access to banks is limited; access to capital, more so. The six micro-finance institutions (MFIs) operating in Haiti during the 2003–2009 period focused their lending primarily on well-established small and medium enterprises in urban areas, or on highly targeted subgroups, such as poor, rural women. Between 2003 and 2009, the average size of an MFI gross loan portfolio in Haiti was $5.5 million, less than one-fifth the size of the average gross loan portfolio in the neighboring Dominican Republic ($28,124,000). Whereas the average number of active borrowers per MFI in the Dominican Republic during this period was 22,600, it was only 12,717 in Haiti.[8] Given the size and restrictions of the formal economy, most Haitians engaged instead in the informal economy. This engagement was predominantly one of subsistence as opposed to production or investment. For cash, therefore, many Haitians

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[4] As of 2009, young people ages 10–19 represented 23 percent of the total population in Haiti [UNICEF (2011). *State of the world's children: Adolescence, an age of opportunity*, New York, NY: Author.]. As of 2006, children and youth (0 through age 24) accounted for more than 50 percent of the total population in Haiti. [World Bank. (2006, April 27). *Social resilience and state fragility in Haiti: A country social analysis*. Washington, DC: Caribbean Country Management Unit, World Bank.]

[5] Net primary school attendance ratios for boy and girls are 48 and 52 percent respectively; secondary net attendance ratios for boys and girls are 18 and 21 percent respectively (UNICEF, 2011).

[6] World Bank. (2006, April 27). *Social resilience and state fragility in Haiti: A country social analysis*. Washington, DC: Caribbean Country Management Unit, World Bank.

[7] Ibid.

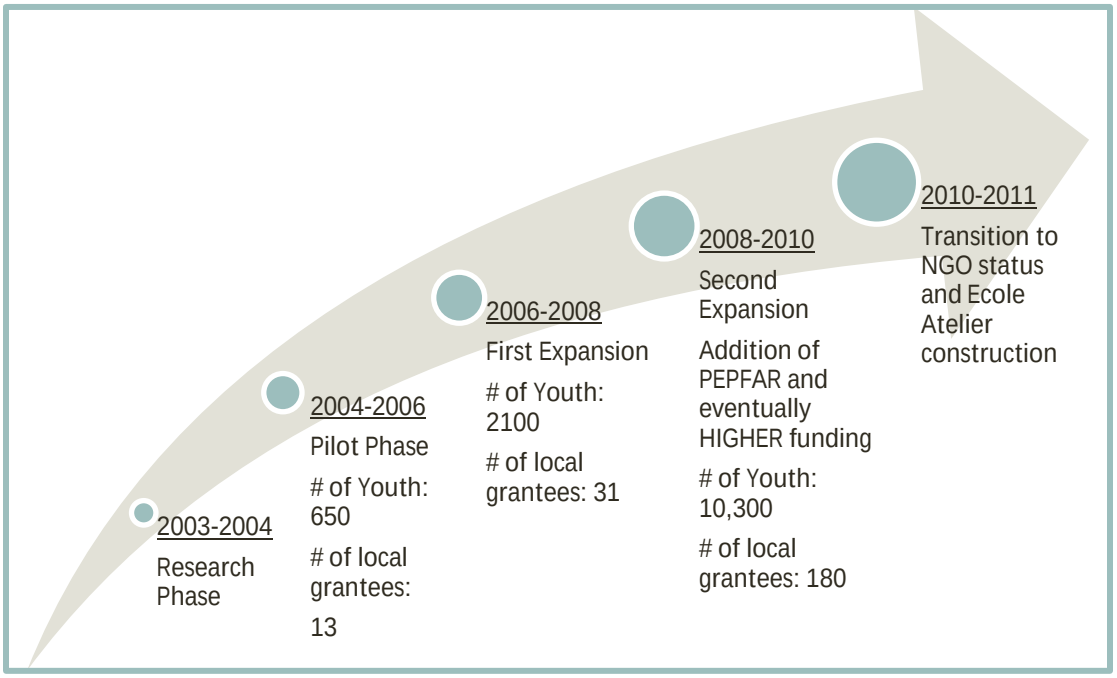
[8] Microfinance Information Exchange, Inc. (n.d.). Microfinance in Haiti: Country profile. Retrieved from http://www.mixmarket.org/mfi/country/Haiti

looked to relatives and friends abroad. In 2010, remittances accounted for more than 20 percent of GDP and represented more than twice the earnings from exports. The IDEJEN project evolved in direct response to the challenges facing Haiti's youth in this fragile context.

III. IDEJEN's History and Evolution

IDEJEN had a number of project expansions throughout its history (see Figure 1). With each new allocation of funding, EDC and the IDEJEN team adapted the project strategy and activities to reflect lessons learned and scale up. These changes ultimately evolved into the IDEJEN model. This section outlines the stages of the project, detailing changes in project objectives or activities as a result of the changing context of Haiti, and is followed by a description of the IDEJEN model.

Figure 1: IDEJEN Scale-Up: Youth Participants by Project Phase



A. Context and Foundation: Research, Assessment, and Piloting

In 2003, USAID-Haiti issued EDC an Associate Award for the purpose of improving the livelihoods of Haiti's out-of-school, at-risk youth, aged 15–20. The initial award was intended to lay the foundation for continued outreach to local youth-serving organizations and for long-term strategy development on education and livelihood preparation for out-of-school youth. The primary objectives guiding the research and assessment process were as follows:

1) Strengthen organizations preparing youth for a livelihood
2) Increase basic education and technical skills of out-of-school youth between the ages of 15 and 20 years
3) Apply lessons learned from starter activities to a long-term strategy for serving out-of-school youth so they can earn a livelihood and improve their economic conditions

4) Involve youth in conducting needs assessments, planning, and designing projects

During this phase, IDEJEN focused its research and development on three very different target communities:

- Mirebalais: Located in the Central Plateau, Mirebalais is a town in a rural commune in one of the poorest departments.
- Carrefour-Feuilles: Located in the West department, Carrefour-Feuilles is a large, urban slum characterized by extreme poverty and violence in the center of Port-au-Prince.
- Jérémie: The capital of the Grand' Anse department, Jérémie is a semi-urban community that is fairly isolated by both difficult-to-navigate mountainous terrain and the Caribbean Sea.

The research and development process and pilot phase included support from a number of international organizations, all of whom were members of the EQUIP3 consortium. IDEJEN's earliest international partners included the Academy for Educational Development (AED), the National Youth Employment Coalition (NYEC), and the Canadian NGO Street Kids International (SKI).

AED provided a central and lasting contribution toward meaningful youth involvement in project design through its Community Youth Mapping process (see also text box). This approach empowered youth to explore their own communities, assess the needs of out-of-school youth, and discover the services available to them. Not only did youth mapping assist IDEJEN in planning activities by revealing information not easily accessible via other assessment processes, but it also opened doors for youth within their communities, setting the stage for future community mobilization. As the project evolved, IDEJEN relied on youth mapping each time the project expanded to a new community; further, youth mappers were able to use their skills to assist in emergency response activities at later stages of the project (see Emergency Response section for additional details). Data from the community youth mapping exercise in 2005 revealed a high demand for technical training among youth. Although the original project design documents did not mention technical training, USAID and EDC adapted the design to make room for this high-demand element, and it was included as part of IDEJEN's first training package.

Community Youth Mapping

Developed by EQUIP3 partner AED, community youth mapping allowed IDEJEN to provide youth with new skills while empowering them to map youth needs and services in their communities. For the initial research and assessment phase, IDEJEN hired and trained 45 youth mappers from the target areas. Youth conducted focus groups and interviews with out-of-school youth and community leaders, collected data, and prepared reports that assisted in the planning of future IDEJEN activities. For a full report on IDEJEN's initial youth mapping activities, see the *Community Youth Mapping Report* on EQUIP3's website. **http://www.equip123.net/webarticles//anmviewer.asp?a=628&z=123**.

NYEC provided an additional formative and participatory approach—this one toward the capacity development of youth-serving NGOs. They adapted their Promising and Effective Practices Network (PEPNet) standards to the Haitian context. The adaptation was meant to:

- Inform the design of a self-assessment tool for IDEJEN partner CBOs and NGOs
- Set standards for funding pilot youth livelihood programs
- Develop a capacity-building plan for each service provider
- Monitor the progress and impact of each program
- Manage the participating projects by collecting, analyzing, and utilizing information to continuously improve program performance

The NYEC PEPNet quality standards adopted by and adapted for the project formed the basis for IDEJEN's continued capacity-building work with Haitian CBOs.

Finally, the Canadian NGO Street Kids International (SKI) worked with EDC to develop the NFBE training-of-trainers program for the pilot phase. SKI provided a pre-existing, youth-oriented HIV/AIDS curriculum for French speakers, and then worked with EDC to adapt this curriculum to a broader basic education and life skills focus and to incorporate new techniques and strategies that facilitated relationship building between youth and their NFBE instructors. Eventually, when IDEJEN introduced entrepreneurship training to its programming, SKI expanded its role to provide additional technical support.

Following this phase, USAID and EDC entered into the pilot phase of the project within the three target communities, targeting 450 youth, and then later expanding into other communities in Port-au-Prince, targeting an additional 200 youth. During this period, IDEJEN's primary activities included NFBE and technical training in a limited number of fields. EDC's *Final Assessment of IDEJEN's Pilot Phase*, published in 2007, provides additional details regarding the pilot phase, which had a large impact on the future of the IDEJEN program. Perhaps the most significant lesson learned from the pilot phase was the need for youth to receive holistic programming that offered more than simply NFBE and technical training.

B. Scaling Up

With the lessons learned from the pilot phase, IDEJEN entered into two subsequent expansion phases, the first one from 2006 to 2008 and the second one from 2008 to 2010. During these phases, in addition to making several programmatic changes, IDEJEN increased in size, scope, and impact (see Figure 1) and expanded the target age group, now reaching youth between 15 and 24 years old. Throughout these various expansions and reprogrammings, and without compromising its focus on youth livelihoods, basic education and technical training, long-term youth support systems, and youth participation, the project settled upon four expected results:

1) **Marginalized youth are reintegrated into society**
2) **Community-based organizations (CBOs) have improved capacity to address the programming needs of out-of-school youth**
3) **Government of Haiti (GoH) institutions are strengthened to provide and/or oversee improved services to out-of-school youth**
4) **HIV/AIDS awareness and prevention messages are disseminated to out-of- school youth, ages 15–24**

Throughout the Scale-Up phase, EDC continued to learn and adapt the project based on lessons learned through various research studies, assessments, and evaluations. The project conducted an *Interim Assessment Report* in 2005, which highlighted the situation of out-of-school youth and the prospects for livelihood development in addition to revealing knowledge gaps that prompted further research on socioeconomic opportunities for youth. Consequently, the project produced a study entitled *Economic Realities and Opportunities for Out-of-School Youth in Haiti*, which expanded on the initial results discussed in the community mapping report mentioned earlier, as well as other studies focused on economic opportunities for CBOs and organizations working on the socioeconomic development of work. Two external consultants conducted an independent (unpublished) evaluation of the pilot phase in 2007, which focused on an assessment of non formal education and training outcomes and certification; the quality and utility of previous research and assessment; and a review of capacity building efforts for CBOs. It also provided recommendations for these areas, many of which were incorporated into the design second expansion. [9]

First Expansion

During the first expansion, IDEJEN increased its territory to include four new departments, bringing the total number of departments reached to seven. The project aimed to reach an additional 2,100 youth via 31 training centers. Those CBOs which had gained experience and built capacity during the pilot phase began to manage more than one center during this time. During this expansion, IDEJEN also began to make changes to its model (described in detail below) and added two new partners: YouthBuild International and International Youth Foundation (IYF).

During this expansion, YouthBuild initially visited Haiti to conduct a feasibility study on economic opportunities for out-of-school youth in the construction sector. The results of this study gave rise to what eventually became essential to IDEJEN technical programming—a focus on construction trades. YouthBuild's initial pilot work, following the study, focused on three construction demonstration sites in Cité Soleil, Petit Goave, and St. Marc. Three CBOs received intensive training in construction management from YouthBuild and a private Haitian construction firm, Arcotech, so they would be able to launch construction-related, income-generating activities (IGAs) that would allow youth to hone their newfound skills.

[9] Midling and Sassine. (2007). "Evaluation of the IDEJEN Pilot Phase." Unpublished.

Simultaneously, YouthBuild collaborated with the MENFP's *Institut National de la Formation Professionnelle* (INFP; National Institute of Vocational Training) to adapt the YouthBuild *Working Hands, Working Minds* curriculum to Haiti's out-of-school youth population. Over time, the YouthBuild partnership expanded further to include support to IDEJEN's construction-related *Ecoles Ateliers* (EAs), or level two technical trade schools.

Like YouthBuild, IYF also began its work on the IDEJEN project with a feasibility study; the study assessed the viability of introducing a Youth Leadership Institute that would offer more structured leadership training and programming to Haiti's youth population. After conclusion of the study, conducted with the MJSAC, IYF began work with two local partners and conducted two leadership workshops serving 25 non-IDEJEN Haitian youth. Upon conclusion of the workshops, the youth leaders were to have engaged IDEJEN youth in community service projects implemented with assistance from small grants. Unfortunately, complications with local partners led to an early termination of the IYF partnership, and the earthquake, followed by the changes in EDC/IDEJEN's funding, prevented the 25 youth leaders from receiving the grants to carry out their projects.

Second Expansion

During the second expansion, IDEJEN grew to include an additional 10,300 youth and expanded to reach 8 of Haiti's 10 departments (see Figure 2). To serve this population, IDEJEN also increased its number of CBO partners from 31 to nearly 200, opening an additional 96 centers to serve 4,800 youth between 2008 and 2009, and 110 training centers for a cohort of 5,500 youth during 2009–2010.

Figure 2: Map of IDEJEN Coverage across Haiti, 2009

The project also partnered with EcoVentures International (EVI) on a labor market survey to better inform the project about market-relevant, sustainable business opportunities for youth in five communities. EVI prepared a report analyzing 10 industries and their viability for program participants to access them for employment and/or self-employment. EVI also developed several tools that CBOs and youth themselves could use to assess the market and business opportunities.

Further, the project received PEPFAR funding and commenced an HIV/AIDS peer education component during this period, opening 10 HIV/AIDS information centers, through which 300 graduates of the employability phase became paid peer educators in their communities, receiving a monthly stipend. The youth selected for the program returned to school as a requirement to participate in the program. As peer educators, these youth received monthly training provided by numerous partners, such as Volontariat pour le Développement Haitien and GHESKIO, on new topics and were expected to share these messages regarding risky behaviors and prevention to their peers.

Following the hurricanes of 2008, USAID's Haiti Integrated Growth through Hurricane Emergency Recovery (HIGHER) program funded IDEJEN to open three EAs, each serving 50 youth at a time (see Emergency Response for additional details). IDEJEN partners' YouthBuild and INFP provided significant technical support to the following HIGHER-related activities:

- Developing an orientation guide for the EAs
- Developing an M&E system for the management of the schools
- Providing training to different staff members of these schools
- Developing pedagogical materials for the training
- Introducing a guide for leadership and teamwork into the training
- Developing pocket guides for youth in five different technical fields in construction

Through a reprogramming of non-HIGHER funds, the project also opened an additional six EAs in other communities. Toward the end of this expansion period, the project underwent a number of programming changes due to the earthquake on January 12, 2010. In addition, USAID conducted an evaluation during the final years of the project; while this evaluation has been referenced within this final report, it is as of yet unpublished.

Transition Period (No-Cost Extension/Reprogramming)

Following the earthquake, IDEJEN entered a transitional period, which eventually led to a reprogramming of funds and a no-cost extension, allowing the project to conclude activities July 31, 2011. The most substantial of the reprogramming changes was that IDEJEN incorporated itself as an independent local NGO (April 2010), and that EDC entered into a subgranting relationship with the new NGO, in which IDEJEN NGO would assume responsibility for all technical activities remaining on the project. Other reprogramming changes included NGO support activities, such as financial management training and business plan development, as well as funding to construct five new EAs to support the NGO's sustainability strategy.

Breaking Gender Barriers

IDEJEN broke gender barriers, particularly in the realm of technical training. From the outset, IDEJEN insisted on training equal numbers of men and women. In the earlier years of the project, young women were reluctant to learn "male" trades. Parents, community members, and employers rejected the idea of young women doing "men's work." However, as the project evolved and labor demand studies pointed toward more traditionally male trades, IDEJEN worked hard to ensure gender balance within each trade. s young, female IDEJEN graduates began to prove themselves on work sites and earn an income with their new skills, community perceptions of traditional gender roles began to shift. By 2011, some employers had even begun to seek out young women to perform typically male jobs because of their success on the work site.

C. The IDEJEN Model

By 2007, EDC and the IDEJEN team had learned enough from the project's various activities and expansions to propose, as part of the project's final expansion, a comprehensive youth programming, community engagement, HIV/AIDs prevention, and institutional capacity-building model. Following are the major aspects of this model:

- A comprehensive youth programming package
- Service delivery through a nationwide network of CBOs
- Explicit advocacy and community-based focus
- HIV/AIDs prevention
- Support for youth-relevant GoH institutions

Each of these elements is presented in detail below.

Youth Program Package

This aspect of the project represents IDEJEN's core and is seen by many as the essential IDEJEN model. It is based on the recognition that out-of-school youth require not only a strong educational foundation but also more holistic support to achieve success and eventually be reintegrated into society.

The youth program package incorporated three lessons learned from prior experience.

1) Youth needed tangible indicators that their investments in attending education classes would lead to concrete improvements.
2) In order to participate in IDEJEN, many targeted youth were foregoing basic subsistence activities that allowed them to eat.
3) Youth who completed the pilot program continued to have trouble finding work—despite their training.

In response to these observations, IDEJEN changed the order of its NFBE and technical education from previously being offered consecutively (6 months NFBE followed by 6 months technical training) to being offered simultaneously (NFBE and technical in the same day or same week). The revised approach also provided a hot meal (through partners such as Catholic Relief Services [CRS], the World Food Program, and Food for the Poor) and health care. Finally, EDC developed a two-phased model in which 12 months of *employability training* were followed by 6 months of *accompaniment.* Each of these phases is described below.

Employability: In each geographic area where it worked, IDEJEN used community youth mapping to determine the characteristics of the youth population and of the institutions that could potentially provide services to youth. IDEJEN then subgranted to the best local partner CBOs and worked with them to recruit a mix of low-educated and uneducated youth of equal gender distribution and to identify a training center site. Cohorts of 50 recruited youth would receive NFBE (consisting of basic literacy and numeracy using life and work skills content, offered in Creole) and level 1 technical training. In most cases, training centers were located in existing buildings, which the CBO accessed either as a result of direct ownership or by borrowing it through community partnerships, at convenient hours for youth. CBOs identified trainers from the community (most of whom had prior teaching or training experience); IDEJEN trained them in active learning methodology, youth development, and the IDEJEN curricula. IDEJEN worked with each CBO to identify

appropriate technical skill training options for low-educated and uneducated youth and to provide two technical fields from which youth in the center could choose. These fields varied by cohort and location in an effort not to saturate the tiny local labor and/or self-employment market. CBOs would identify skilled local tradespeople to provide training to youth; CBO subgrants provided minimal funding for relevant technical equipment, such as hand tools, lumber, or paint, which youth could use as part of the training. At the end of the employability phase, IDEJEN assessed youths' NFBE knowledge, and representatives from the INFP assessed their technical knowledge. Youth demonstrating level 1 technical proficiency received INFP certification; those demonstrating NFBE proficiency received IDEJEN certification.

Accompaniment: IDEJEN's accompaniment phase was designed to allow participants to apply what they had learned during their training to real-world work or learning settings, while at the same time receiving support and mentorship through IDEJEN's career development centers (Centres de Développement de Carrières pour les Jeunes—CDCJs). CDCJs were located at the departmental level. Their role was to provide ongoing career counseling and placements to IDEJEN youth as they transitioned from training to the world of work or further education. IDEJEN opened 10 CDCJs during the second expansion phase. To facilitate interaction between the project, IDEJEN youth, and potential employers, IDEJEN secured spaces within Chambers of Commerce and/or foundations associated with private sector companies in each of the eight departments in which the project operated. Career center coordinators used the strategic positioning to advocate that employers offer paid internships and jobs to youth.

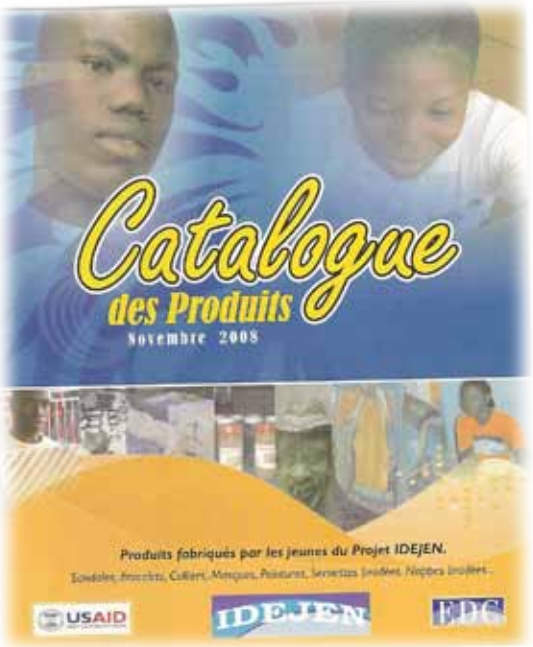
During the final month of the employability phase, CDCJ representatives visited IDEJEN training centers to describe the different accompaniment tracks and to help youth choose which track was right for them (many youth ended up pursuing more than one track at a time). Once youth identified their tracks, CDCJ's offered the following support:

Further Education and Training: Following the employability phase, youth had the option of entering or returning to the formal school system or pursuing further technical training. CDCJs supported youth who wished to continue their formal schooling by helping them find placement in either private or public institutions; IDEJEN provided limited scholarships that covered one year of continued schooling. Some youth chose to continue their technical training. To support them, IDEJEN opened nine specialized technical training EAs, where youth received additional training in construction or agriculture, the two most promising sectors for finding future employment. At the EAs, youth gained practical work experience as they prepared for a level 2 certification from the

INFP. In FY09 and FY10, IDEJEN trained 450 youth in level 2 technical training (50 youth per EA). Of these, 299 youth completed training, and the INFP was able to evaluate 190 of these youth before the earthquake. Of those 190 youth, 170 achieved the second level certification.

Internships and Jobs: IDEJEN's CDCJs supported youth in their search for viable internship and employment opportunities. Internships and jobs allowed youth to earn a livelihood while continuing to practice the skills they learned during the employability phase. CDCJs partnered with public and private sector employers and other international projects to find economic opportunities for youth.

Entrepreneurship Training: Youth graduates who had some experience in running an economic activity before IDEJEN had the possibility of pursuing the entrepreneurship track. IDEJEN's strategy involved offering participating youth two weeks of intensive entrepreneurship training, during which time they would work together in groups of five or six to develop viable small business plans. At the end of the two-week training, the youth submitted their business plans to the central office for approval. Once approved, the groups received a grant in the sum of approximately $100 per youth (thus, $500–600 per group) to use as start-up funds. For six months, they worked with an entrepreneurship coach to launch their small businesses. IDEJEN's entrepreneurship training used materials adapted from EQUIP3 partner SKI.

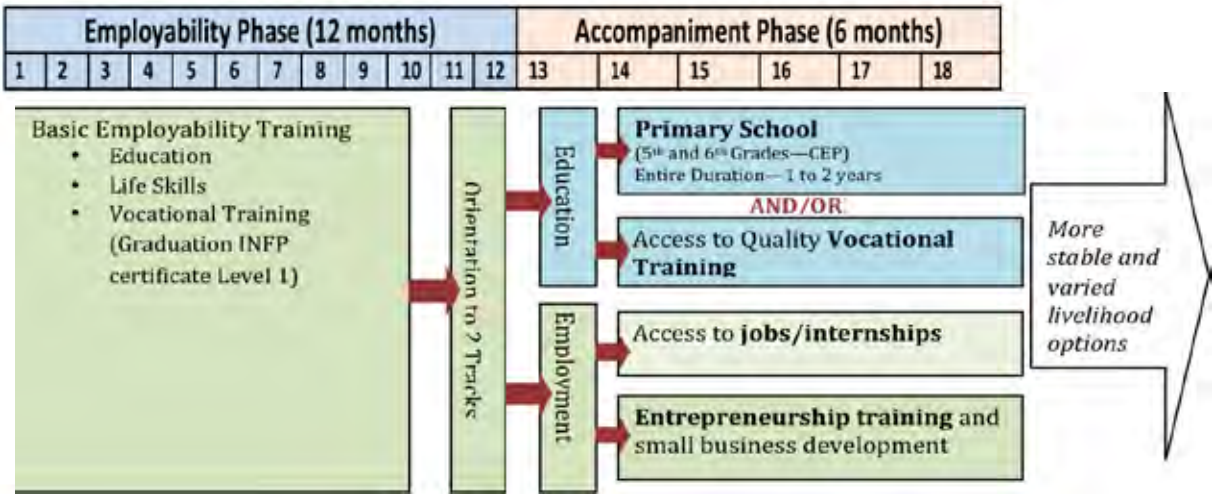


Between 2003 and 2011, IDEJEN served 13,050 youth, with 11,191 youth completing the employability phase between 2003 and 2011. Of those, 5,444 returned to formal schooling or technical training with IDEJEN support, while 5,879 youth gained work experience through a paid internship or job.[10]

The revised youth program package is presented graphically in Figure 3.

[10] Please refer to the indicator tables in Annex 1 for breakdown by gender starting in 2007. IDEJEN did not disaggregate prior to this date.

Figure 3: IDEJEN Youth Program Package



CBO Capacity Building

As described above, IDEJEN worked primarily through local community-based organizations (CBOs),[11] which provided the direct training interface with youth and communities. Result 2 aimed to improve the capacity of these centers to be able to provide training and services to out-of-school youth. IDEJEN offered capacity building in the form of financial and material support and organizational management support to a total of 183 local organizations.

Financial and Material Support: Via subgrants, IDEJEN provided financial and material support to each CBO to implement project activities. The financial support allowed CBOs to hire several key staff, including an accountant, trainers, and in some cases, HIV/AIDS coordinators (for those CBOs managing an HIV/AIDS information center). To enable CBOs to implement training activities, IDEJEN provided material support in the form of equipment, curricula, and training guides. CBOs were able to keep the bulk of these materials with which they could continue using to train youth in their areas.

[11] The term CBO is used broadly to include small community organizations, as well as chambers of commerce and other local training institutions, that were project partners, and to which the project provided capacity building support.

Organizational Management Support: IDEJEN offered CBOs consistent organizational management support via staff trainings, guides, and follow-up, based on the adaptation of the NYEC PEPNet standards mentioned earlier. For example, CBO accountants received training in financial management, along with regular follow-up support from IDEJEN accountants, including phone calls and field visits as needed. NFBE educators and technical trainers received extensive training, not only in their respective curricula, but also in M&E and how to work specifically with the out-of-school youth population. CBOs also received training in a publication produced in conjunction with the Ministry of Youth, Sports, and Civic Action (MJSAC, [*acronym for French name of institution*]) called the *Guide to Key Elements in Youth Programming*.

> *"You have to always approach the youth with tact. Don't regard them with pity. You have to respect their choices."*
>
> **—CBO Manager reflecting on training in youth-adult relationships**

Because IDEJEN's primary focus was on youth service delivery, not NGO sustainability, it did not contain extensive CBO organizational sustainability programming. However, the project did offer limited sustainability support to selected CBOs. This support consisted of seed grants and small enterprise start-up training in activities deemed by IDEJEN and the CBO to offer continued income-generating potential. In addition, all CBO managers received training in sustainability practices and value chains in November 2009. Some income-generating activities (IGAs) had equipment destroyed or damaged beyond repair in the hurricanes of 2008 or the earthquake of 2010. After the earthquake, sustainability follow-up support and training stopped. IDEJEN supported approximately 20 IGAs, of which 15 were still functioning at the end of FY 2010, after which time, IDEJEN's support to IGAs ceased with the shifts in funding.

CBO Network Development: In FY 2009, IDEJEN contributed to the implementation of a youth-serving organization network in each of the eight departments served by IDEJEN. The purpose of the network was to provide a forum for youth-serving organizations to exchange knowledge and lessons learned regarding youth programming to strengthen the impact of such programming across the country. The networks comprised IDEJEN CBO partners, as well as other youth-serving organizations not associated with IDEJEN.

Community Engagement

Throughout the life of the project, IDEJEN strove to effect change at a variety of levels. While out-of-school youth remained at the center of all activity, the project worked at the community and government (local, regional, and national) levels, both to implement programming and to advocate for the out-of-school youth population and youth workforce development.

Advocacy and Community Engagement: Community engagement, as well as advocacy across all sectors—particularly the private sector, reinforced the more concrete work of providing skills, and it was essential to achieving Result 1. Community advocacy began early

in the life of the project and was initiated in each community through community youth mapping (CYM). This process (described in greater detail earlier) included the formation of local committees composed of community leaders who facilitated the implementation of CYM, then remained engaged with the CBOs. Their engagement resulted in numerous types of support for IDEJEN's work in the community, ranging from donation of space for training activities to support for work experience and other examples.

IDEJEN also actively reached out to the community in disseminating the results of the CYM activity. For many small towns and villages, this was the first time citizens had ever been presented with data regarding youths' opportunities, aspirations, and challenges. It proved an important first step for changing communities' perceptions of out-of-school youth.

In addition to this grassroots outreach, IDEJEN approached advocacy and community engagement through a variety of strategies implemented at local, regional, and national levels, including recognition of International Youth Day and World AIDS Day, graduation ceremonies that were open to the public, career and artisanal fairs, CDCJs, and conferences and roundtable discussions, as well as peer education activities and emergency response activities. All of these activities provided forums for publicly celebrating youth achievements with avid participation from community leaders, parents, and the press, as well as allowing youth to demonstrate their skills and knowledge to the larger community.

From 2003 to 2011, IDEJEN held three conferences related to youth issues, particularly youth workforce development, and with the MJSAC, 20 regional forums for consultation with youth. In particular, in 2009, IDEJEN hosted a two-part conference series bringing together a number of different stakeholders—government officials, international NGOs, international donors, youth-serving CBO leaders, and private sector leaders—to increase understanding of youth workforce development and to discuss the strategies for youth workforce development in Haiti. Such conferences provided opportunities to engage stakeholders at varying levels in the process of reintegration of out-of-school youth, facilitating the achievement of Result 1.

HIV/AIDs Prevention

IDEJEN's PEPFAR-funded component afforded the project with another opportunity for community advocacy and engagement. IDEJEN's peer educators brought specific messages to the community through outreach activities in streets, churches, schools, and at the HIV/AIDS information centers. They distributed brochures and condoms and transmitted sexual and reproductive health messages to fellow IDEJEN participants, as well as other community members. Following the earthquake and the cholera epidemic, the IDEJEN peer education program expanded to respond to the dire hygiene and sanitation issues in the internally displaced persons (IDP) camps and communities throughout the country (see Emergency Response section for further information).

Through community outreach activities, more than 60,000 people received information and referrals from the 300 peer educators trained by the project.

Government Capacity Building

IDEJEN's third result focused on building the capacity of government institutions to provide improved services to out-of-school youth. Toward this end, IDEJEN partnered with eight GoH ministries (see Table 1) during the life of the project. Most ministries participated by supporting training centers in various regions (e.g., Ministry of the Interior and Collective Territories), providing land and/or curricula support (e.g., Ministry of the Environment), or offering trainings (e.g., Ministère Santé Publique et de la Population (MSPP; Ministry of Public Health and Population). IDEJEN's most successful partnerships, however, were with the Ministère de la Jeunesse, des Sports et de l' Action Civique (MJSAC; Ministry of Youth, Sports, and Civic Action) and the Ministère de l'Education National et la Formation Professionnel (MENFP; Ministry of National Education and Professional Training), or more specifically, the INFP, which is under the umbrella of the MENFP. IDEJEN both supported and collaborated with these ministries on training and evaluation, curricula and guide development, and policy development.

Ministry	Partnership/Collaboration
Ministry of Education and Professional Training	Policy development, curricula development, evaluation of youth
Ministry of Youth, Sports, and Civic Action	Policy development, development of training guide, training
Ministry of Public Health	Training
Ministry of the Environment	Curricula development, support of 5 training centers; received training in *Guide to Key Elements of Youth Programming*
Ministry of Agriculture, Natural Resources, and Rural Development	Use of state farms for agricultural training, support of 14 training centers
Ministry of the Interior and Collective Territories	Support of 14 training centers; received training in *Guide to Key Elements of Youth Programming*
Ministry of Social Affairs and Work	Co-hosted workforce development conferences; received training in *Guide to Key Elements of Youth Programming*
Ministry of Commerce and Industry	Partnership for supporting development of "Villages of Production" to promote youth employment

Table 1: Partnerships with GoH Ministries

Ministry of Youth, Sports, and Civic Action: IDEJEN worked with the MJSAC in the development of the *Guide to Key Elements of Youth Programming*, a national youth policy, and an Index of Youth-Serving Organizations. The *Guide* enabled the MJSAC to improve the

capacity of ministries, local and regional governments, and CBOs to provide youth programming through eight trainings serving approximately 200 participants across each of the departments served by IDEJEN. In addition, IDEJEN worked with the MJSAC to draft a National Youth Policy, and in FY 2007, the project provided equipment and office materials to four regional offices to support the policy development collaboration. While the GoH has, at various stages, expressed support and interest in finalizing and ratifying the policy, the frequent changes in the government, combined with shifting priorities as the GoH has responded to emergencies (both the hurricanes of 2008 and the earthquake of 2010) have hindered the ratification process. The MJSAC assumed responsibility for completing the Index of Youth-Serving Organizations.

Ministry of Education and Professional Training/National Institute of Technical Training: IDEJEN's work with the MENFP centered on policy development, curricula development, training, and evaluation. IDEJEN also strengthened the MENFP and INFP through provision of four key staff (two staff for the MENFP and two staff for the INFP) and computer equipment and other materials. In November 2007, the IDEJEN Chief of Party, the General Director, and the Director of Basic Education of the MENFP took part in a study tour organized in the Philippines. The objectives of this tour were to better understand the nonformal education strategy put in place by the Filipino government.

With the MENFP, IDEJEN developed a Nonformal Basic Education Policy for Haiti. Although the policy itself was finalized, it was not ratified by the GoH during the project's lifetime due to government instability and shifting politics and priorities. The bulk of IDEJEN's partnership with the MENFP, however, has been with the INFP, a vital partner to the project.

With the INFP, IDEJEN adapted 5 curricula from a previous program and developed 22 new curricula for a total of 27 curricula. In addition to curriculum development, INFP staff collaborated with IDEJEN staff to train technical trainers in the curricula and made regular field visits to training centers. The INFP was responsible for conducting mid-term and final evaluations of all IDEJEN youth for their technical training level 1 certification. The INFP was also integral to the opening of IDEJEN's EAs. The INFP provided support in the development and validation of curricula for level 2 certification, as well as the evaluation of EA youth. To facilitate the INFP's work with EAs, IDEJEN and YouthBuild organized a study tour to the United States in 2009 for four INFP technicians to help them better understand the management of vocational schools that address at -risk

Selected IDEJEN Technical Curricula

Electricity
Pastry-making and Baking
Tiling
Plumbing
Masonry
Sewing (Industrial, Custom)
Hotel Services
Restaurant Services
Cooking
Motorcycle Repair
Automobile Mechanics
Carpentry
Agriculture Techniques
Cosmetology
Food Transformation
Floral Art
Fishing
First Aid

youth in the fields of construction. Lastly, the INFP began working with IDEJEN on an accreditation process. To date, three EAs have been accredited by the INFP, making them officially recognized technical training institutes.

D. Emergency Response

Between 2003 and 2011, Haiti experienced several humanitarian emergencies, namely:

- Intermittent civil unrest, particularly the acute period of 2004–2005
- Four tropical cyclones in 2008
- Earthquake in January 2010
- Cholera epidemic in fall 2010

These humanitarian emergencies affected programming in a myriad of ways; however, in general, IDEJEN was quite successful at adapting its project activities accordingly. In fact, in some cases, IDEJEN was able to adjust programming in such a way as to reinforce or assist in the implementation of the IDEJEN model, creating or finding additional jobs for youth or ways for them to engage in community service activities, practicing life skills.

Civil Unrest

In 2004 and 2005, Haiti experienced an acute period of civil unrest and political upheaval, particularly in the Port-au-Prince area, and more specifically in one of IDEJEN's pilot communities—Cité Soleil, which became a virtual war zone with gangs and police engaging in violent shoot-outs in the middle of the community. Out-of-school youth were often actively involved in this violence, heightening the relevance of IDEJEN's mission; however, such an environment was not conducive to project implementation. The insecurity during this period hindered both local and international staff members' ability to monitor project activities and conduct field visits. To compensate for limited staff mobility, IDEJEN relied on field agents, who resided in the areas in which they worked, to provide regular monitoring and updates. Further, EDC took several measures to increase the security of the staff and improve communication via satellite phones, radio, and home Internet access. Due to the precarious environment, pilot project implementation started six months later than the anticipated start date. Consequently, EDC requested a one-year extension to allow the project to complete activities and extract the lessons learned from the pilot phase.

Later, in 2008, IDEJEN partnered with UNICEF to provide psychosocial support to out-of-school youth in areas particularly affected by violence and/or civil unrest. Through this partnership, IDEJEN facilitated the training of 20 social workers and 138 psychosocial trainers to provide counseling to youth in 38 training centers across four departments (West, Nippes, Artibonite, and North) for one year. Further, IDEJEN youth mappers received training in psychosocial support, which was useful following the Grace Divine school collapse in November 2008—the trained youth provided counseling services to affected children and families. This training became indispensible after the earthquake of 2010 (see earthquake section below)

Tropical Cyclones

In 2008, Haiti was devastated by four consecutive tropical cyclones—Tropical Storm Fay, Hurricane Gustav, and Hurricane Hanna in August, and Hurricane Ike in September. Artibonite was the most affected department, particularly the city of Gonaives, which experienced severe flooding. The storms killed 793 persons, wounded 548, and affected 165,000 families.[12] While several IDEJEN youth lost their homes, none of the project youth or staff lost their lives. In the immediate aftermath, many of the affected areas were unreachable. The storms damaged key equipment and materials and delayed project activities in the affected areas.

Within two days of the disaster, IDEJEN mobilized to provide immediate emergency response in the form of food, water, and clothing distributions to 250 youth. IDEJEN later replaced the necessary equipment and resumed activities. As a result of the tropical storms, EDC received additional HIGHER funding to open three EAs related to construction. These schools focused on providing youth with level 2 construction trade skills and certifications with the eventual goal of increasing the number of skilled construction laborers available to work on construction projects developing or reinforcing infrastructure damaged or destroyed by the storms. IDEJEN also partnered with the Haitian Red Cross to help prepare its youth for future emergencies. In November 2009, the Red Cross trained 200 IDEJEN youth in four departments (South, West, Nippes, and Artibonite) in risk and disaster management.

Earthquake

On January 12, 2010, Haiti experienced an earthquake of catastrophic proportion. The location of the epicenter in Carrefour, a suburb of the nation's capital, meant that the quake caused extensive death and destruction in the most populated area of the country, killing 222,500 people and rendering thousands more homeless in a matter of seconds.[13] In addition to the psychological toll and the overall personal and financial strain that the catastrophe placed on IDEJEN staff and youth, the earthquake affected IDEJEN programming in multiple areas, including loss of staff and youth (deaths of 1 field agent, 1 trainer, and 11 youth); damaged or destroyed training centers (19 damaged, 7 destroyed); lost or damaged training equipment; and a significant number of internally displaced youth, including those who migrated to other areas served by IDEJEN. Further, IDEJEN youth in areas not affected by the earthquake suffered as all available resources were temporarily transferred to the emergency response. Finally, the earthquake halted or delayed several aspects of IDEJEN programming at the national level, such as the development of the youth workforce development strategy and the policy work.

[12] GoH, World Bank, UN, and European Commission. (2008, November). *Rapport d'évaluation des besoins après désastres Cyclones Fay, Gustav, Hanna, et Ike*. Retrieved from http://www.ht.undp.org/_assets/fichier/publication/pubdoc35.pdf

[13] *Haiti PDNA du Tremblement de Terre–Evaluation des dommages, des pertes et des besoins généraux et sectoriels*. (2010). Retrieved from http://www.mpce.gouv.ht/pdna.pdf

Still, IDEJEN managed to respond quickly and effectively to the earthquake. Within a week, project staff began organizing food and hygiene kit distributions, eventually ensuring that all IDEJEN youth in the affected areas received assistance. Also, youth who had been trained in providing psychosocial support provided support to IDPs filtering into their communities across the country. In the meantime, EDC submitted a reprogramming to USAID that would allow the project to divert funding to emergency relief activities. With USAID support, IDEJEN started a Youth Earthquake Relief Corps that engaged 1,110 youth in sanitation activities in streets, IDP camps, and communities, providing youth with an opportunity to serve their communities while earning an income. Further, the MSPP trained 120 of IDEJEN's 300 peer educators in proper hygiene and sanitation so that they could begin conducting community outreach in the streets and in IDP camps. Finally, IDEJEN immediately began attending cluster meetings and forging new partnerships that would enable its youth to receive support and also actively participate in the recovery process through employment. For a summary of emergency response activities following the earthquake, please reference Table 2.

Activity	Description	Number of Participants	Implementing Partner(s)
Youth Earthquake Relief Corps	Sanitation activities in camps, streets	1,110 IDEJEN youth	EDC
Child/youth-friendly spaces	Opened 11 child/youth-friendly centers serving IDEJEN youth in the afternoons and vulnerable children from nearby communities in the mornings	500 IDEJEN youth, 1,100 children	International Rescue Committee (IRC), UNICEF
Peer education	Peer education on hygiene and sanitation in camps and communities	120 IDEJEN peer educators	EDC with assistance from MSPP
Peer education and camp surveys	Additional youth trained as peer educators; conducted outreach in camps; conducted household surveys; distributed medicine and educational materials	80 IDEJEN youth	Project Concern International; Johns Hopkins University
WASH promotion	Peer education on hygiene and sanitation	10 IDEJEN youth	Mercy Corps
WASH promotion	Peer education on hygiene, sanitation, and cholera prevention	50 IDEJEN youth	Cordaid International, with material support from UNICEF
Construction	Construction of sanitary block at Camp Corail	18 IDEJEN youth	Save the Children
	Construction and installation of transitional shelters	46 IDEJEN youth	UNOPS
	Construction of school classrooms and other structures using containers	39 IDEJEN youth	Digicel Foundation
	Construction of transitional shelters	85 IDEJEN youth	Cordaid International
	Construction of accessible transitional shelters	10 IDEJEN youth	Handicap International

Table 2. Earthquake Activities

IV. Findings and Recommendations

This section describes the findings and recommendations that emerged from EDC's final review of the project. These are presented in three major categories: (1) IDEJEN's success in meeting its objectives, (2) the youth program package and its components (employability phase, accompaniment phase), and (3) overall project implementation and cross-cutting themes.

A. IDEJEN's Success in Meeting its Objectives

Result 1: Marginalized Youth are Reintegrated into Society

Finding 1: IDEJEN's model as a whole, and its advocacy activities in particular, aided youths' reintegration into their communities.

One of IDEJEN's primary objectives was to help marginalized youth reintegrate into their communities. In the Haitian context, where out-of-school youth have frequently been at best ignored, and at worst, associated with violence and/or delinquency, finding or creating opportunities for youth to assume more meaningful roles within their communities was essential to reintegration success. IDEJEN's holistic model tackled this issue by ***providing youth with skills***, ***advocating on behalf of youth***, and finding opportunities for youth to ***engage with community members***, whether through work opportunities or community service and outreach.

> *"IDEJEN truly helps youth transform themselves. It's not IDEJEN that's transforming them. [IDEJEN is] giving them the tools to really transform their role in their society and their whole communities."*
>
> *—USAID/Haiti Education Team Member*

Skill development proved a highly effective strategy for reintegration. Findings and recommendations in this regard are discussed in greater detail in section 2, the youth program package and its components below. Providing youth with skills, however, was not always enough to change such ingrained negative perceptions of out-of-school youth on the part of community members, particularly employers, who were still not amenable to hiring out-of-school youth.

The project's strategy, described earlier, for involving the community from the outset and enlisting local leaders in demonstrating support for out-of-school youth, offered a critical platform upon which youth themselves could demonstrate their own hard work and commitment through IDEJEN. The project's graduation ceremonies and career fairs provided opportunities for the project to invite community leaders, government officials, and potential employers to highly publicized events, where they were able to learn about the IDEJEN program and hear from youth and families about the program and their newly developed skills. Artisanal fairs allowed youth who had received entrepreneurship training and small business development support to showcase and sell their goods, such as sandals or food products, demonstrating their new skills, contributing new goods to the community, and earning an income.

In addition to general community events, IDEJEN also worked at a more strategic level. As noted earlier, in 2009, IDEJEN hosted a two-part conference where government officials, international NGOs, international donors, youth-serving CBO leaders, and private sector leaders discussed potential strategies for youth workforce development in Haiti. Following the second conference in November, which was co-hosted by the Ministère des Affaires Sociales et du Travail (MAST; Ministry of Social Affairs and Work), the various stakeholders formed working groups to continue the strategy work; however, the earthquake in January 2010 halted this work as priorities shifted. Still, the active engagement at this meeting demonstrated a significant shift in thinking toward consideration of youth workforce development, highlighting not only the potential, but also the strong need for strategies to engage the sizeable out-of-school youth population in the country.

Recommendations:

1. **In addition to national-level efforts, develop community service and workforce-focused youth engagement activities at the local level.**
2. **Involve local communities in planning and supporting youth activities, using Community Youth Mapping (CYM) and other tools.**
3. **Rekindle efforts to involve private sector, academia, civil society, and the GoH in the development of a national workforce development strategy aimed largely, though not exclusively, at Haiti's undereducated and unemployed youth.**

Result 2: Community Based Organizations (CBOs) Have Improved Capacity to Address the Programming Needs of Out-of-School Youth

Finding 2: IDEJEN made partner CBOs more capable of providing services.

"Our development comes from IDEJEN. We were not as mature [before IDEJEN], but with IDEJEN, we are stronger."

—CBO Accountant

The IDEJEN project worked with nearly 200 local CBOs. These organizations had a wide range of capacity regarding organizational and technical skills prior to their involvement with IDEJEN. Some had previous experience working with international organizations and donors, with the corresponding systems to manage funding and programming; others were very small, had no full-time staff, and had previously been funded solely by community donations. Both a final evaluation conducted by USAID and the EDC follow-up study affirmed that IDEJEN made partner CBOs more capable of providing youth services. In July 2011, EDC surveyed a stratified random sample of 105 CBOs that had participated in IDEJEN. Following are results from the CBOs surveyed:

- There was an 88 percent increase in the number of CBOs that provided daily services to youth as a result of the project. Prior to IDEJEN, youth services were more sporadic or were not delivered at all.
- Over 80 percent found IDEJEN's youth development training useful or extremely useful.
- 90 percent found IDEJEN's management training useful or extremely useful.
- 59 percent were either accredited or working on accreditation with the INFP as a result of IDEJEN support.
- 100 percent had recommended IDEJEN's model of nonformal basic education (NFBE), technical training, mentoring, and work experience to others.

- All wanted to continue providing their services after IDEJEN ended.

Table 3 demonstrates the changes in activity level as a result of working with IDEJEN.

Frequency of Youth Activities Conducted Before IDEJEN		Frequency of Youth Activities Conducted After IDEJEN							Change As a Result of IDEJEN
Frequency	# of CBOs	Frequency	None	Yearly	Quarterly	Monthly	Weekly	Daily	
None	14	# of CBOs (shift before and after project)	6			2	4	2	+57%
Yearly	2				1			1	+100%
Quarterly	8		1			3	4		+87.5%
Monthly	16					3	6	7	+81.25%
Weekly	38		1		2	2	18	15	+39.47%
Daily	27					1		26	-3.70%

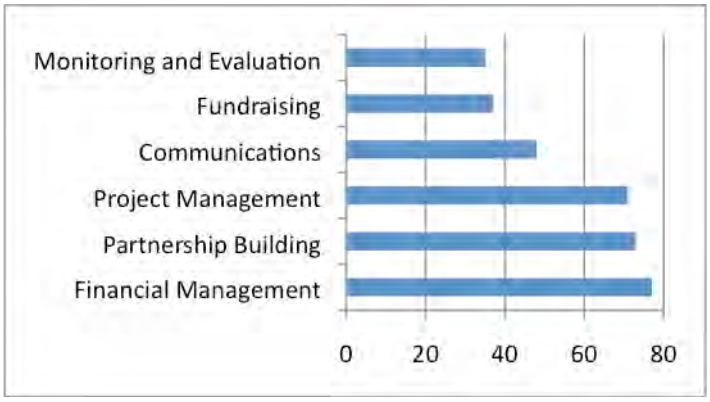
Represents a decrease in frequency of activities

Represents an increase in frequency of activities

Table 3. Shifts in Frequency of Youth Activities Conducted by Surveyed CBOs

Many management capacity issues were addressed in the core trainings offered to all organizations. In general, the CBOs surveyed expressed appreciation for all the trainings, rating nearly all the trainings as "Extremely Useful" or "Useful." Perhaps more telling, when asked about which systems were improved as a result of the project, all CBOs reported improvement in at least one area, and nine said they had improved in all six areas. Overall, financial management systems, partnership building, and project management systems were the most improved after CBOs began working for IDEJEN (see Figure 4 for complete results).

Figure 4: Number of CBOs Surveyed Improving Management Systems, by Type of Management System



Four CBOs participated in focus group discussions as part of EDC's final impact research. Of these, half spoke highly of trainings and the follow-up support, while half did not. Positive respondents stated that trainings reinforced the CBO and its staff and/or members, and that the organization continued to use the administrative tools to conduct strategic and financial planning. According to one CBO, the follow-up support enabled the organization to make corrections, such as with financial reporting, and to improve their skills over time. Also, the training conducted in conjunction with the MJSAC on the *Guide to Key Elements in Youth Programming* reinforced the CBO's training capacity and monitoring of activities. On the negative side, half of the CBO managers interviewed stated that capacity building, particularly in the areas of project design, proposal and grant writing, and communications was not enough.

The divergence in opinion may be attributable to the underlying capacity of the NGO to begin with, such that the more experienced NGOs were able to use the capacity building that IDEJEN provided, while more nascent CBOs needed more support than this large and complex project could provide.

In this regard, it should be noted that most of the CBOs that IDEJEN worked with, especially in its early phases, had very low capacity and required significant staff resources in terms of follow-up and one-on-one capacity building. As the project, and expectations, grew, IDEJEN simply could not sustain relationships with many of the weakest CBOs, and they were dropped from the program. Those that remained in the 2007–2011 period were generally those that had demonstrated the capacity to most benefit from the support that IDEJEN could provide. Even among these however, a number still require significant capacity building before they can become truly sustainable supporters of youth workforce development in Haiti.

Through IDEJEN, CBOs also increased their capacity to offer out-of-school youth quality technical training. As a result of IDEJEN's close collaboration with the INFP, many CBOs were able to, or were working toward, becoming recognized as accredited technical training institutions. Of the CBOs surveyed, 54, or 51 percent, had received accreditation from the INFP since they began working with IDEJEN, and 8 CBOs stated that they are working towards accreditation. (Only two CBOs were already accredited institutions.) Many CBO trainers, working as volunteers following the completion of the project, have continued to use IDEJEN curricula to provide some training to youth. In fact, three out of the four CBOs that participated in focus groups discussions stated that they continued to use IDEJEN curricula to train youth even after IDEJEN.

In summary, the overall success of IDEJEN's CBO capacity-building component was due in large part to the long-term support provided to the CBOs. The importance of ongoing follow-up on issues of both technical and managerial capacity came out in interviews with CBOs; as noted above, the follow-up support enabled the organizations to improve their skills over time. Today, CBOs continue to use the administrative tools to conduct strategic and financial planning.

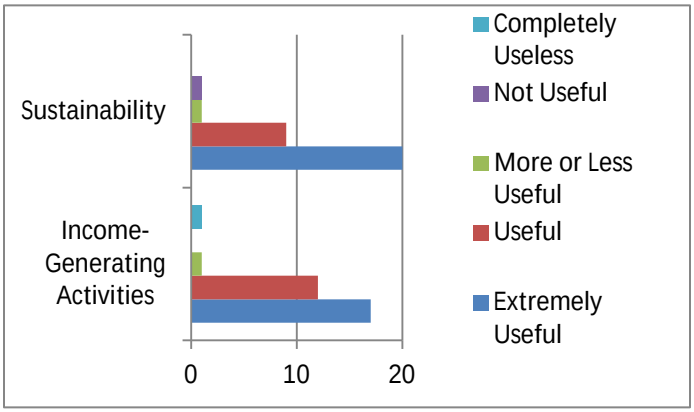
Recommendations:

1. **Assess Haiti's local NGO sector. In social sectors with the most critical service gaps, target local organizations with an incipient organizational capacity with combined service delivery and capacity-building grants, with an emphasis on financial and program management and fundraising.**
2. **Further develop the INFP technical training accreditation program to raise the quality and availability of entry level skills training programs.**
3. **Allow sufficient time and resources for local NGOs to incorporate capacity and demonstrate results.**

Finding 3: Most CBOs cited concerns about their post-IDEJEN sustainability.

While IDEJEN was not designed to ensure CBO sustainability—but only to improve CBO capacity—the project did provide some financial sustainability programming, primarily through IGA training and start-up and sustainability workshops. However, only a select number of CBOs benefited from IGA assistance and the subsequent sustainability trainings as support was limited, and the project invited only the best-performing CBOs to participate. According to EDC's July 2011 survey of 105 CBOs, 31 benefited from these trainings, and the majority of these CBOs found the trainings to be "Extremely Useful" (see Figure 5 for complete results). Out of the 31 respondents, 22 CBOs, or approximately 71 percent, claimed to be earning a profit from the IGA.[14]

Figure 5: Sustainability and IGA Training Ratings, out of 31 respondents



Despite the positive feedback from CBOs that received IDEJEN support, it is apparent that this support alone is not enough to guarantee financial sustainability. In addition to their underlying organizational resilience, CBOs' ability to continue to provide youth services depends, to a large extent, upon the availability of continued funding. In total, 46 organizations (approximately 44 percent of those surveyed) had found sources of funding in addition to IDEJEN (see Table 4). These funding sources ranged from international funders (e.g., humanitarian organizations) to local funders (e.g., community members, membership donations). Unfortunately, nearly three-quarters of the CBOs in the July 2011 survey stated that during the project's last six months they

Departments	IDEJEN + International Funders	IDEJEN + Local AND Int'l Funders	IDEJEN + Local Funders ONLY	Only IDEJEN Funding
Artibonite	3	3	0	5
Central Plateau	2	0	0	9
Grand' Anse	2	0	2	6
Nippes	5	1	2	4
North	5	0	2	5
Northeast	1	0	1	3
South	1	0	0	16
West	11	4	1	11
TOTAL	**30**	**8**	**8**	**59**

Table 4. Sources of Funding for Surveyed CBOs

[14] Please note that the CBOs surveyed did not necessarily interpret "support" in the same manner; some may have considered "support" to be financial support, whereas others may have interpreted "support" to be training.

had not had sufficient funds to continue operations uninterrupted. This situation was somewhat better for those located in the West department, probably due to the increased resources and international presence there as a result of the earthquake. (One third of those who did have sufficient funds were located in the West department.) See Table 5 for the breakdown by department of CBOs that continued activities uninterrupted.

Department	Yes	No	Not Sure
Artibonite	1	10	0
Central Plateau	1	10	0
Grand' Anse	3	6	1
Nippes	5	7	0
North	6	6	0
Northeast	0	5	0
South	2	15	0
West	9	18	0
TOTAL	**27**	**77**	**1**

Table 5. CBOs Surveyed Able to Continue Activities Uninterrupted

Recommendation:

Work explicitly on targeted local NGOs' post-assistance sustainability. Strategies include (1) requirements that NGOs demonstrate institutional sustainability plans at the pre-award stage, (2) explicit organizational sustainability milestones as part of any award to a local NGO, and (3) regular sustainability progress monitoring as part of the award.

Finding 4: CBO networks show promise as a platform for organizing youth-serving organizations, particularly outside the capital.

The IDEJEN-supported CBO networks allowed for a collective sense of purpose among youth-serving organizations and contributed to improved youth programming by allowing organizations to share lessons learned. Because parts of Haiti are disconnected by geography and poor infrastructure, the regional networks model worked well to connect organizations often working nearby but in relative isolation. While IDEJEN reinforced regional networks through a series of meetings, the first national network conference was cancelled due to the earthquake and IDEJEN's subsequent changes in funding. Some networks continue to function well on their own and are "active, creative, and spontaneous," according to the national network leader, interviewed for this report. In this way, CBO networks provide a structure for continuing to advocate for and improve the quality of youth programming in Haiti, beyond the end of the project.

More than one stakeholder interviewed for this report praised the creation of the networks but lamented that they were created so late in the project implementation process. One CBO manager said that the network would have functioned better and been more sustainable had it been created earlier, while simultaneously recognizing that creating a network in the early project stages would have been much more difficult because it needed to be done after the organizations had trust in IDEJEN. Still, the networks have facilitated the creation of the Index of Youth-Serving Organizations in collaboration with the MJSAC, which offers potential for continued, future network development.

Recommendation:

Regional, and eventually national, CBO networks should be supported as a way to improve youth workforce development and other programming beyond the immediate scope of any given project.

Result 3: Government of Haiti Institutions are Strengthened to Provide and/or Oversee Improved Services to Out-of-School Youth

Finding 5: IDEJEN was relatively successful in its development of youth-focused partnerships and cross-ministerial collaboration, although the outcomes of this work were hampered by low GoH capacity and will.

IDEJEN provided technical assistance to the MJSAC and MENFP to develop youth and nonformal basic education policies, respectively. Neither policy was ratified, due to longstanding leadership gaps at both institutions.

However, IDEJEN's productive and collaborative relationship with the INFP deserves mention. As described above, IDEJEN's reliance on the INFP for technical assessment and certification, and its encouragement that the institution both expand and update its offerings and make them available to lower-educated youth, encouraged this institution to develop a stronger, more relevant public presence. In addition, mid-level managers proved committed and thoughtful regarding Haiti's current and future technical and vocational education and training challenges and opportunities. IDEJEN both benefited from their participation and provided them with critical resources, although even these resources were far from sufficient to meet the country's need for relevant and quality workforce development options.

Recommendations:

1. **Build on IDEJEN's momentum with the INFP by providing targeted support in technical training standards development, learner certification, and accreditation of nongovernmental technical training providers. Focus efforts on mid-level management, which experiences less turnover and demonstrates commitment to Haiti's technical and vocational training needs.**
2. **Future work with the Ministry of Education should consider work already completed toward a nonformal basic education policy, given the country's current and future population of undereducated youth and adults.**

Result 4: HIV/AIDS awareness and prevention messages are disseminated to out-of- school youth, ages 15–24

Finding 6: IDEJEN peer educators were an effective interface for sharing health information with hard-to-reach communities and were among the most successful of IDEJEN participants in social and economic integration.

IDEJEN's PEPFAR-funded component proved to be one of the project's most successful—not only in achieving its stated aim, but perhaps more dramatically, in helping IDEJEN's peer educators become more socially and economically integrated into their communities, and by giving them a promising livelihood pathway. See Annex 1 for the project data on PEPFAR.

As a social intervention, the peer education program was an excellent tool for prompting shifts in perception regarding the out-of-school youth population because the youth themselves took on new leadership roles, becoming sources of knowledge and information regarding sensitive topics. As community leaders, the peer educators also changed their attitudes and behaviors for the better as they were forced to serve as examples, according to one HIV/AIDS Center Coordinator, who also explained that community members did not automatically accept the out-of-school youth as educators and often tested the youths' knowledge. However, by the end of the PEPFAR-funded program, the peer educators were frequently solicited to deliver trainings throughout their communities, and many participants in interviews and focus groups—both youth and community members—expressed a desire for IDEJEN to re-open the HIV/AIDS information centers and continue the peer education work. Many peer educators have sporadically continued to deliver trainings and provide information regarding safe sex practices and HIV/AIDS, despite the end of the program.

Following the earthquake and during the cholera epidemic, IDEJEN peer educators expanded not only their messages but also their outreach, as they conducted peer education activities in the IDP camps and communities throughout the country (see Emergency Response section for further information). These activities also boosted not only the project's image, but also the image of the out-of-school youth population.

Recommendation:

Develop programs that support youth community health extension agents, both to extend preventive health care and referral capacity into Haiti's most underserved communities, and to develop the nation's critically needed cadre of social service providers.

Finding 7: IDJEEN's peer educator component filled an important gap, but it ended too soon and did not go far enough.

In most communities that had HIV/AIDS information centers, community members and youth expressed disappointment about the end of the program in 2010. The centers, however, were entirely funded with PEPFAR funds, and the Center Coordinators did not receive any training or support in generating any sort of income or funding to be able to remain after the end of the

PEPFAR funding. Another drawback is that IDEJEN only has anecdotal evidence of the impact of the program on behavioral change regarding sexual and reproductive health. More concrete and sustainable M&E methods were beyond the capacity of the program, given the limited funding.

Recommendation:

Train and equip future community health extension agents with data-gathering skills and capacity; develop tracking systems to support data gathered in this way.

B. Youth Program Package

The youth program package is the project's cornerstone and has supported an outgrowth of programming that has transformed the lives of Haitian's out-of-school youth population, CBOs, and communities. Over time, the core aspect of the IDEJEN model has adapted according to the context. Findings from focus group discussions and interviews highlight the various lessons learned and recommendations for the two youth programming phases: employability and accompaniment.

EMPLOYABILITY PHASE

Finding 8: Employability training in general, and technical training in particular, was effective in improving youths' perceptions of themselves and their acceptance within their community.

By the time that IDEJEN ended in July 2011, 11,191 youth (of the 13,050 served) had completed the employability phase. Of those, 5,444 (49%) returned to formal schooling or technical training with IDEJEN support. IDEJEN's high completion rate (over 85%) for the employability phase is a testament to its general quality and relevance. IDEJEN's active, learner-centered approach to NFBE offered over-aged learners a fresh access point for the education-to-livelihood pathway. Its combination of basic academic skills with age-appropriate life skills allowed youth to re-engage with basic education. Successful completion of this course—combined with IDEJEN's accompaniment scholarships for the most promising students to return to school, and with the possibility to sit for the sixth grade exam—meant that former school dropouts could, for the first time, envision a livelihood based on skill and knowledge, instead of the unskilled, haphazard livelihoods that had awaited them.

The NFBE and the technical skills training components of the employability phase were mutually reinforcing. Technical training drew youth to the program with its promise of immediate, tangible income; youths' growing technical skills encouraged in them a greater motivation for becoming literate. Literacy skills, in turn, helped youth develop a strong base for pursuing technical training or served as a bridge for youth who were able to return to school during the accompaniment phase. Finally, the content of IDEJEN's literacy and numeracy training focused on essential life and work skills. These

contributed to youths' reintegration by encouraging civic engagement and reinforcing positive behaviors. As one Port-au-Prince youth said, "[Life skills training] shows you who you are in society, your value. It teaches you your rights and duties as a citizen." The holistic nature of this training not only changed perceptions of youth within their communities, but also gave them the work readiness skills and confidence in themselves they needed to be successful in formal employment.

Despite the broader benefits of the employability phase, youth highlighted technical training as particularly important for achieving status in the community. Throughout focus group discussions and interviews with community members, employers, CBO staff, and youth across the three different communities where EDC researchers conducted their qualitative research, "*gen yon metye*," that is, "having a trade," was commonly cited as a means of transcending negative perceptions and being viewed as a valued member of the community. According to a community leader, youth underwent a mental shift after obtaining a diploma: "They say, 'Now, I am valued almost as much as other people who I thought were higher than me.' Now, their self-esteem is increased with the diploma."

While the technical component of IDEJEN's employability phase did contain a government assessment and certification component (in which INFP technical assessment teams traveled to training centers to assess and certify youth), the NFBE component did not. The importance of "credentials" is well-noted in research on education's role in development.[15] Therefore, it is unclear to what extent the social status gains reported by youth are due to the fact that they gained technical competency or that they had a formally recognized credential; possibly, a pure "education" credential, such as a 6th grade diploma, might have carried similar social status.

In the end, perhaps the most powerful aspect of this credential was that it symbolized—to the youth as well as to their families and communities—the hard work and commitment that the young people had put forward to achieve a goal. For many, the IDEJEN certificate was the first and only opportunity they would ever have to publicly work toward their potential and publically receive recognition. Almost all youth rose to this occasion, and their families and communities embraced them for it. The certificate therefore became much more than even a credential: it became a public lens through which each community's assets and potential could be seen, quantified and celebrated. It became a symbol, not only of "re-integration"—but of each community's capacity to grow and prosper along with its youth.

Recommendations:

1. **Note recommendations for Findings 1 and 5.**

[15] Babones, S. J. (2010, March). Trade globalization, economic development and the importance of education-as-knowledge. Journal of Sociology, 46(1), 45–61. First published online: November 20, 2009. doi: 10.1177/1440783309337674

2. **With GoH, develop NFBE-equivalency certification component for out-of-school youth. This component should include age-appropriate performance standards, curriculum, assessment system, certification requirements, and formal and technical school re-entry pathways.**

Finding 9: IDEJEN's employability phase was critical but too short for lower-educated participants in certain trades.

While EDC adapted the program from the original 6 months of NFBE followed by 6 months of technical training by integrating the two and delivering both over a 12-month period, the number of contact hours for each component still remained at roughly 3–4 hours per day, for five days, over approximately 6 months. This dosage did permit the majority of relatively higher educated youth (those with 3+ years of education) to access follow-on work and/or training opportunities—a significant achievement.

However, for youth who had never before attended school or for those who had been out of school for many years before entering the IDEJEN program, the dosage in many cases neither adequately prepared youth to sit for the grade 6 exam (their gateway to further education) nor to function successfully as a level 1 skilled tradesperson.

With regard to NFBE, an average youth with no prior education would require approximately three years of intensive, accelerated learning to reach a sixth-grade equivalency—not to mention proficiency in spoken and written French. IDEJEN, given its comprehensive approach, had neither the mandate nor the resources to take each youth to sixth-grade equivalency, although this may have been a worthy goal.

The adequacy of the training duration on the technical side varied by trade. Trades such as electricity or mechanics typically require lengthier training times, and IDEJEN's six months may not have been enough. Other trades, such as handicrafts or certain aspects of the hospitality industry, were easily accommodated within IDEJEN's six-month training period. In any case, many employers interviewed stated that they found themselves providing a significant amount of additional training on the work site because youth lacked certain skills.

The fact that employers found themselves providing additional training is not in itself unexpected nor necessarily negative. On the contrary: it is unusual for even highly educated trainees to enter a work situation and *not* require some additional training, whether to round out a particular curriculum, fine tune certain general skills, or add on sub-industry-specific skills to a more generalized foundation.

Instead, the finding that some employers seemed unhappy about having to supplement training highlights two additional conclusions: first, that perhaps employers' expectations were too high given the training and human resource realities in Haiti; and second, that IDEJEN should perhaps

have included an explicit work-based training component, to support both employers and trainees in this critical first on-the-job phase of youths' career paths.

Recommendations:

1. Program designers can take various lessons from this finding. They can:

- Maintain education and training dosage as before, but exclusively target youth with 3+ years of education (e.g., at a minimum, entering youth should demonstrate a fourth-grade baseline education level, as measured by an entry exam as opposed to self-reporting).

- Target youth with less than a fourth-grade baseline education level but extend the number of contact hours (either over time or in intensity) for both NFBE and technical fields.

- For lower-educated youth, limit technical training to easy entry technical fields while continuing to offer NFBE to insure mastery of literacy and numeracy to at least a fourth-grade level, and preferably to a sixth- or eighth-grade level.

- Broaden the model to include a diverse range of youth and offer a range of different programming options and sequences.

2. Develop a "work-based learning" support component for all technical and vocational training initiatives, in which employers in key industries are expected and supported—through training, financial support, or provision of trained youth supervisors—to provide on-the-job "top up" training to youth in high-demand or challenging technical fields.

Finding 10: IDEJEN's technical training program for out-of-school youth was an unprecedented and effective tool for engaging marginalized populations.

Before IDEJEN, Haitian youth wishing to study, let alone be certified in a technical trade, had to pass fundamental basic education exams. This criterion automatically relegated the out-of-school youth population to becoming unskilled or low-skilled informal laborers with no access to formal, recognized training and certification. IDEJEN's innovative partnership with the INFP and the training offered through the program, allowed out-of-school youth not only to receive technical training but also to become certified tradesmen/women.

Early in the program, IDEJEN and the INFP recognized that existing technical school curricula would need significant adaptation and additions to serve low-skilled youth. To address these needs IDEJEN and the INFP developed curricula that focused on practical application versus theory and expanded the number of trades for which such basic curriculum was available. For construction trades in particular, IDEJEN partnered with YouthBuild International to develop a range of curriculum appropriate for out-of-school youth.

Of critical importance was the fact that INFP *assessed and certified* youth who successfully met basic technical competency criteria. Certification allowed youth to enter the labor market with a credential that legitimized their hands-on competency with employers and/or clients.

Some CBOs offered training in trades that were locally viable but for which INFP had no official curricula (such as artisanal trades). The INFP still evaluated the youth and gave them certificates; however, training in these trades was not as well supported as that for more traditional ones.

Recommendations:

1. **Continue to provide GoH supported assessment of technical training (see also recommendations under Findings 5 and 8.**
2. **Continuously improve quality of technical training standards, curriculum, and assessment to reach international levels.**
3. **Expand and improve the support and quality of nontraditional technical trades that are particularly relevant for Haiti's economy. Provide INFP support in adopting these other programs and curricula so that they might be distributed to other training centers across the country and be more legitimately certified.**

Finding 11: Young women benefited from IDEJEN's encouragement for them to pursue nontraditional technical trades.

IDEJEN always had a gender balance requirement regarding general enrollment in the employability phase. Initially, gender balance was not required in selection of particular trades. The early result was marked gender imbalance: young women would choose trades, such as cooking, sewing, or handicrafts, while young men would choose auto mechanics and construction trades. As trade training offerings became more market-demand driven, the number of traditionally female trades offered dropped, while the more male-dominated areas of construction grew in number. IDEJEN dealt with this issue by encouraging young women to pursue these trades. Findings from EDC's end-of-project focus group discussions indicated that the focus on gender equality in traditionally male trades had mixed results. On the one hand, female retention rates for some male-dominated technical fields dropped. On the other hand, a number of young women who completed their training enjoyed notable success in these traditionally male fields. Their high profile achievements helped to make them role models, which in turn changed both social perceptions and individual choices of the young women who came after them. (For a detailed discussion of young women's experience pursuing nontraditional trades, please also see the youth case studies in Annex 3)

Recommendation:

Encourage women to participate in and complete technical training in nontraditional fields by providing extra mentoring and support, and offering supplementary or specialized training that can allow young women to excel.

Finding 12: Despite practice-based curricula, many youth and IDEJEN staff interviewed found that the technical training did not provide enough hands-on practice.

Like many other technical training programs in developing countries, IDEJEN faced the constraint that it had neither access nor funding for sufficient, up-to-date, trade-relevant training equipment. The program did its best to provide training centers with minimal tools and machines to train youth in each of two trades. However, the number of tools and machines per center was insufficient to allow each youth adequate hands-on practice.

Recommendations:

1. Future programs could develop partnerships with private companies and/or training venues that allow youth to come to the work site or shop to regularly practice (perhaps in off-hours). Such a practice would allow youth to gain practical experience in work readiness skills (e.g., showing up on time and interacting with supervisors and bosses) as well as technical skills.

2. Future programs could invest in slowly developing an equipment lending program through which basic tools and machines are loaned to different training centers for a given period, then redistributed to other regions, to avoid over-saturation of technical capacity in a given area.

Finding 13: Life skills received mixed views from focus group and interview participants.

Some youth in focus groups, particularly those in rural areas, did not recall learning life skills during the employability phase or viewed them as less important. Others recognized their importance for learning their basic rights. During interviews with one CBO, however, staff members cited life skills as a means of establishing trust and enabling communication with the youth, which they viewed as crucial for setting a strong foundation for successfully teaching the rest of the curricula. CDCJ coordinators and employers regarded life skills as essential for improving behavior for the work site; however, some employers felt that more work readiness-type skills were needed, as well as enhanced supervision on work sites.

Recommendation:

Re-focus the IDEJEN life skills curriculum to a work-readiness format and integrate this training into the technical training and accompaniment components, or to other training venues as appropriate, so that youth learn and apply concepts in the classroom as well as in the workplace.

ACCOMPANIMENT PHASE

Finding 14: The accompaniment phase was crucial to youths' reintegration and capacity to find viable livelihoods; however, given IDEJEN's target population and operating environment, it should have been longer and stronger.

There was near unanimous agreement that IDEJEN's addition of an accompaniment phase was an excellent and necessary improvement to the model. Given Haiti's weak economy and its underdeveloped social sector, it was difficult even for primary or secondary school graduates to

find a way into Haiti's formal labor market; for primary school dropouts, stable employment in the formal sector was even more difficult. IDEJEN's accompaniment phase helped youth organize the experience, aptitudes, and aspirations sparked and nurtured through the employability phase by offering them one of two broad follow-on pathways: more training or more work experience. Although imperfect, IDEJEN's accompaniment phase opened the door to youths' crucial next step.

Given the Haitian economy's limited absorption capacity, and youths' steep learning curves however, IDEJEN's accompaniment resources were insufficient to provide all participants with equal support. The following findings and recommendations provide greater detail regarding the outcomes and constraints of each accompaniment pathway and the overall structure of the accompaniment phase.

Of its two main pathways (continued education/training or work experience—including self-employment and entrepreneurship), more youth chose work experience (at least 53 percent of completers) than education (at least 49 percent of completers). The higher rate for work experience is likely explained by the economic vulnerability of program participants, although many youth believed they needed more education/training to gain access to a stable and sustainable livelihood. In fact, many youth pursued both education and work experience at the same time.

Within the education and training pathway, youth could pursue two tracks. They could either choose to return to formal schooling, or they could pursue further technical training. Findings and recommendations for each track are discussed in turn.

Return to School

Finding 15: Nearly half of participants chose to return to school, yet youths' long-term school completion rate is unknown.

When sufficient numbers of youth in a given geographic area chose to return to a given grade, IDEJEN worked with target schools to form a single classroom of over-aged students. In many cases, however, numbers were insufficient to warrant a separate class. In these cases, older youth were faced with the awkward reality of learning among children who might be half their age. In all cases, when youth returned to formal school, they were forced to use the standard curriculum, designed for learners at a very different developmental stage. This made school potentially less interesting, as it seemed less relevant for youths' life challenges and realities.

Language of instruction was also an issue. IDEJEN youth became literate in the Creole language; no French was taught. However, despite the government's mandate to teach elementary levels in Creole, many private schools continued to teach in French.

CDCJ Coordinators struggled to place as many youth as possible with a limited amount of funds, which meant that youth often ended up in schools of a lesser quality. Also, in an effort to distribute the return-to-school option as broadly as possible, IDEJEN limited its scholarships to one academic year; students requiring more were on their own. Consequently, some youth who

returned to school were unable to continue their studies after the scholarship concluded and again became school dropouts.

Even with the one-year limit, IDEJEN was unable to provide enough scholarships to satisfy the demand. Some youth found other sources of funding to return to school on their own; because these youth were not scholarship beneficiaries, they did not always receive the same support from the CDCJ Coordinators as those who were. Further, because these youth did not receive IDEJEN funding, they occupied a different place within CDCJs' tracking system, and as a result, CDCJs were inconsistent in their reporting and tracking of these youth. Finally, although CDCJs did their best to follow youths' school progress as long as possible, the sheer volume of youth who required tracking quickly overwhelmed the CDCJs' youth tracking staff and database. Many youth were not followed after their six-month anniversary of graduating from the program.

For all of these reasons, the M&E numbers of IDEJEN youth who have returned to school are not necessarily complete. At the very least it is safe to say, however, that the demand among over-age youth for continued basic education exceeded the system's—and IDEJEN's—capacity to accommodate them.

Recommendations:

1. **In cooperation with the MENFP, develop a formal bridging program for younger out-of-school youth. For older youth, an equivalency option is recommended (see also recommendations under Finding 5).**
2. **Design age-appropriate basic education materials for out-of-school youth through the eighth- grade, or at least the sixth-grade, level.**
3. **Develop low-cost return-to-school options, through scholarships or cooperative learning/earning programs.**

Level 2 Technical Training

Finding 16: IDEJEN's level 2 technical training through *Ecoles Ateliers* represented a concrete avenue for post-program success.

Until IDEJEN initiated EAs, many participants who wished to continue their technical training had no good options. Due to relatively high minimum education requirements at government and private technical schools, IDEJEN graduates were often excluded. The EAs opened doors for many more IDEJEN youth to pursue additional technical training and receive level 2 certification. level 2 training gave graduates better access to stable work, because this level allowed youth to (a) expect a slightly higher wage; (b) work more independently, a desirable quality at a busy worksite; and, (c) clearly differentiate themselves from unskilled workers who were cheap, plentiful, and not so different from workers with an entry, level 1 skill level. While most youth performed well in the EAs, not all of the youth had the requisite skills to be ready for the level 2 curricula. And although the market for skills offered through the EAs was not saturated given their relatively short life, it is conceivable that unless youth become more mobile, or the demand for these skills increases dramatically, EAs run the risk of serving a market that does not exist.

Recommendations:

1. **Continue to provide low-tuition level 2 technical training for out-of-school youth.**
2. **Reinforce the level 1 curriculum or adapt the level 2 curriculum to better accommodate out-of-school youth.**
3. **Expand the range of level 2 training offered through EAs, either by increasing course offerings at each EA or by rotating the trades offered so as to constantly remain responsive to local labor market demands.**
4. **Broaden the venues through which level 2 training may be accessed by out-of-school youth.**
5. **In addition to the more general array of market-relevant trade areas, develop some highly targeted level 2 training courses that respond directly to demand for certain industry-specific skill sets in industries with high-growth potential.**

Finding 17: None of the *Ecoles Ateliers* were self-sustaining by the time the IDEJEN project ended.

The ultimate goal of the EAs was that they become self-sustaining trade schools via income-generating activities that would also provide opportunities for youth to practice their skills through real-life experience. For a variety of reasons, including a brief implementation window, funding shortages, and the dramatic project and national consequences of the earthquake, EAs were not operationalized as had been intended.

The first EA opened its doors in 2009, with the number eventually growing to nine EAs: five EAs focused on construction-related trades and four focused on agriculture. Even for the nine EAs that were operational, thinly spread IDEJEN resources meant that staff had limited capacity to develop partnerships and seek contracts. One design assumption, agreed upon with USAID for the three HIGHER EAs, was that other USAID project partners, such as CHF Kata, would hire youth via the EA for construction projects. In the end, though, these USAID-funded projects did not pursue contracts with EAs. When asked why, contractors replied that the terms of their own contract with USAID made it difficult to accommodate IDEJEN youth and/or to contract with EAs. While some construction-focused schools did manage to negotiate small contracts (e.g., building latrines at schools), this element of their financial plan did not function as had been hoped.

After the earthquake, the original nine EAs suspended EDC/IDEJEN-supported activities due to changes in funding. The new IDEJEN NGO planned to continue pursuing and expanding upon this approach to training youth.

Recommendations:

1. **Review the original business model underlying the EAs to determine viability; support the most viable EAs as one means to develop sustainable technical training institutions in Haiti.**
2. **If the success of a particular component or larger project depends upon a design that assumes collaboration among donor-funded projects or institutions, then donors should facilitate such collaboration by making it contractually explicit for all concerned parties.**

Internships and Jobs

Finding 18: IDEJEN placed a relatively high number of youth in work experiences and internships when compared to other similar projects targeting marginalized youth.

Between 2003 and 2011, 5,879 youth, or 53 percent of those completing the employability phase, gained work experience through a paid internship or job. Most of those youth received employment in the construction and agriculture trades. Many youth, particularly in the earthquake-affected areas, managed to find long-term employment or jobs that lasted longer than one month. Some youth have even been promoted to supervisor status and receive full benefits.

Given the overall weakness and small size of the Haitian formal economy, waged employment was rare. During the time of IDEJEN's primary operation, few cash-for-work or entrepreneurship support initiatives existed—and no other such activities existed for out-of-school youth. IDEJEN staff attempted on numerous occasions to develop active partnerships with other large, USAID-funded infrastructure or sector development projects. However, few of these partnerships got off the ground for a variety of reasons (see Finding 20). In this environment, IDEJEN struggled to find work experience opportunities for its youth. Given this context, a work experience placement rate of 53% is remarkable in and of itself. This rate is even more remarkable when it is compared to placement rates of other projects similar to IDEJEN in scope. In one example, the IDB-funded *entra21* program, which worked with more than 19,000 youth in 18 countries between 2001 and 2007, had an overall job placement rate of 54 percent. However, in countries with less-developed economies, the rates were much lower, ranging from 14 percent in the Dominican Republic, to 35 percent in Honduras, to 49 percent in Bolivia.[16]

Not all of IDEJEN's placements were optimal (see Finding 20), and most of them were short-term. Many youth interviewed stated that they wished IDEJEN could have continued to place them, even after their six-month accompaniment period had ended. In many cases, however, youths' placement in one opportunity did lead to subsequent placements in which IDEJEN was no longer involved. This outcome was not easily captured through IDEJEN's M&E system.

[16] International Youth Foundation. (2009, September). Final report of the *entra21 Program* Phase I: 2001–2007 Baltimore, MD: Author. (pp 66–67).

Recommendations:

Future youth workforce development activities in Haiti should maintain a work placement function through which both employers and youth can be vetted, matched, and tracked over time. Tracking should be more sophisticated than was possible through IDEJEN and should continue for at least one full year after formal engagement with the activity has ended.

Future placement strategies should include a variety of modalities, including placement entities, direct agreements between training providers and employers, and partnership arrangements among donor-supported infrastructure, sector development, or cash-for-work activities.

Finding 19: IDEJEN's placement of participants in short-term work opportunities positively affected employers' perceptions of out-of-school youth.

To facilitate interaction among the project, IDEJEN youth, and potential employers, IDEJEN worked hard to secure spaces within Chambers of Commerce and/or foundations associated with private sector companies in each of the eight departments in which the project operated. Career Center Coordinators used the strategic positioning to advocate that employers offer paid internships and jobs to youth. At first, employers were often reluctant to hire out-of-school youth, particularly young women, but after having had the experience of working with one or two IDEJEN youth, a number of employers interviewed during EDC's qualitative research in June 2011 stated that they were willing to hire more. Even when IDEJEN youth lacked refinement in their particular skill, employers became engaged in providing follow-up training and support to the youth and often recommended IDEJEN youth to other employers. Having field agents and CDCJ Coordinators regularly check on IDEJEN youth at the work sites, providing follow-up support, helped in this regard.

Recommendation:

Develop work experience placement opportunities with a range of private and public sector employers; assure success by providing onsite "crew managers" who are both skilled in the particular trade and trained to manage youth work crews.

Finding 20: Though valued by youth, work experience placements did not consistently match participants' field of technical training.

Placing youth in internships and jobs was by far the most daunting component of the accompaniment phase. The number of employment opportunities available—particularly in IDEJEN's many rural locations—was extremely limited, even for skilled workers.

IDEJEN was moderately successful in using labor demand data to inform the menu of technical training offered. Notable successes include its focus on construction and on some agricultural

trades. In construction, IDEJEN formed partnerships through which trainees could be reliably placed. For example, through a partnership with OIM, approximately 31 youth found construction-related jobs in FY 2009, and many more youth found construction jobs after the earthquake (see Emergency Response section). In agriculture, IDEJEN partnered with Veterimed in Limonade and with the School of Agriculture in the Northeast. Post-training agriculture-related work varied; some youth found formal employment in fields such as food transformation, while many others began their own market gardening projects or brought their expertise to the family's fields, bettering the family's agricultural yields. However, even within these trades, match-ups between trainees' skills and work opportunities were haphazard and depended largely on geographic location and timing. And although IDEJEN's placement centers (CDCJs) did place thousands of youth, these centers were not sufficiently staffed to provide the often extensive guidance and support that out-of-school youth required (e.g., helping them generate resumes, following up with teachers for those who returned to school, and visiting youth and employers on work sites), while at the same time continuing to follow up with potential employers and build new partnerships across the department. Further, although the CDCJs were intended to function only during the accompaniment phase, their contribution might have been enhanced, had they begun their work earlier, during the employability phase, so that they could create strong relationships with the youth from the beginning stages.

Recommendations:

1. **Future work experience efforts should follow a sequence in which periodic labor demand studies highlight near and medium-term employment opportunities and partners; explicit work experience partnerships between employers and training institutions are developed and nurtured; and training opportunities are offered based on pre-determined labor demand.**
2. **Work placement organizations should serve as active bridges between the demand and supply sides of the labor equation; staffing and length of involvement should include a coaching and mentoring function in addition to placement.**
3. **Future work experience initiatives could, from the outset, develop memorandums of understanding or other formal agreements with major government and/or donor-funded programs designed to improve particular sectors (such as construction or agriculture) to include a workforce development component that explicitly sets aside on-the-job training slots for targeted workforce development participants**.

Entrepreneurship Training and Small Business Development

Finding 21: The entrepreneurship track was the least successful of IDEJEN's accompaniment offerings.

IDEJEN started the entrepreneurship track of the accompaniment phase in response to Haiti's stark economic climate and high unemployment. Offering youth the opportunity to start small businesses as a means of earning an income seemed to be a more sustainable livelihood alternative and would reduce the number of youth that CDCJs had to place in internships or jobs. However, a combination of underdeveloped entrepreneur support strategies, insufficient resources, and an extremely challenging economic environment for micro-businesses combined to make this element of IDEJEN's many activities only mildly successful.

Challenging Operating Environment: Haiti is an extremely difficult environment for inexperienced micro-entrepreneurs—whether or not they are educated. It has a small and closed formal sector; its financial services industry is focused on more sophisticated clients and is highly risk averse. The country's political instability, poor infrastructure, degraded natural resources, and unskilled labor force do not attract foreign investment.

During IDEJEN's implementation period, few, if any, entrepreneurship support resources existed for youth, regardless of their education level. The only programs run by micro-finance institutions (MFIs) were for subsistence trades and farming among poor women (such as that run by FONKOZE) or those targeting more established small and medium enterprises. In this context, IDEJEN's target population—young, uneducated, and primarily rural—did not have many options to obtain either capacity or capital to initiate a micro-business. In response, IDEJEN worked hard to develop internal capacity and strategies for supporting young entrepreneurs, but it faced an uphill battle: not only did it target youth (a traditionally high-risk group for loans), but it also worked with youth seeking agricultural loans (also high risk).

Entrepreneur Support Strategies: IDEJEN offered all youth with previous income-generation experience who chose this track an intensive two-week training that included marketplace simulation and culminated with completion of a small business plan. While the curriculum was engaging with its use of role-plays and videos, much of it (e.g., the videos) was difficult to adapt and therefore was not entirely appropriate for the Haitian context. A second challenge came with IDEJEN's review and support of youths' business ideas. Although the project did not require sophisticated business plans, it did aspire to review youths' basic plans and provide technical assistance toward assuring that basic business sustainability requirements had been met: Was there a market? Did the financial plan make sense? Did youth have the minimum resources (knowledge, skill, equipment, capital) they needed to have a chance at success? However, partnership difficulties with IYF meant that IDEJEN entrepreneurs did not have the peer mentors that IDEJEN had envisioned; as a result, most entrepreneurs received little or no ongoing business coaching, and many of the businesses initiated under IDEJEN failed.

Insufficient Resources: IDEJEN recognized that micro-entrepreneurs would need some, even if minimal, start-up capital. However, the program was not designed to provide either a group savings and loan component or access to grants or loans. IDEJEN sought to address this gap by offering small amounts of seed capital and encouraging youth to pool their money for a joint

investment. It sought to direct youth toward income generating activities that offered the potential for growth instead of subsistence. However, the small amount of seed capital that youth did receive, because it was given to individual youths who then clustered together, was not only insufficient to cover many capital needs, but also, due to its group nature, proved difficult to manage effectively for new entrepreneurs with minimal financial, management, or partnership development experience.

Recommendation:

Structure future entrepreneurship development initiatives to include experienced business professionals with a good understanding of Haitian markets and relevant value chains; long-term, hands-on business coaching for young entrepreneurs (as opposed to short-term training); development of savings and credit groups; and, for more sophisticated entrepreneurs, access to affordable financing.

C. Findings Related to Project Implementation and Cross-Cutting Findings

Finding 22: IDEJEN's slow, context-relevant evolution—and its strategic support by USAID—were key elements of its success.

IDEJEN evolved slowly over the course of multiple expansions, allowing the project to make important programming adjustments based on lessons learned. This was initially an intentional strategy on the part of both USAID and EDC; subsequent iterations, such as that covered by HIGHER and the post-Earthquake re-programming, represented the combination of USAID's ability to provide targeted post-disaster responses, IDEJEN's positive track record to date, and the existence of immediate social needs that IDEJEN could help to fill. In all instances, such evolution would not have been possible without USAID's strategic awareness of IDEJEN as a vehicle for social investment and development over time.

Recommendation:

Support one or more medium-to-long term initiatives that are based on a results-driven, iterative, research and implementation agenda.

Finding 23: IDEJEN's local leadership was another key element of its success.

Unlike most development projects, IDEJEN was led by a Haitian Chief of Party who was known and respected by a range of Haitian stakeholders in the government and private sector and at the community level. This local knowledge and connection were critical to the success of the project, not only from an operational standpoint (the COP intimately knew the political, social, cultural, infrastructural, and economic challenges for organizations as well as for youth) but also from a credibility standpoint (stakeholders respected and trusted the long-term commitment). Trust and commitment were equally manifested by IDEJEN's primarily Haitian staff (from 2003 to 2011, only two expats were based in Haiti for IDEJEN, both of them in a support role, one for approximately 18 months, and one for approximately 9 months).

Recommendations:

1. Nurture Haitian leadership, at a range of levels and across all sectors, however and whenever possible.

2. Identify natural leaders and then provide training in gap areas as necessary.

Finding 24: IDEJEN's well-distributed network of local training centers provided reach, resilience, and relevance to youth in marginalized communities.

IDEJEN's large network of training centers contributed operational functionality to the project's strong leadership and design assets. By placing training centers in 8 of Haiti's 10 departments and in 96 of its 142 communes, IDEJEN was truly able to reach youth who had never been reached before. Such a local presence proved tremendously powerful: youth and community members, many for the first time in their lives, saw that IDEJEN was there for *them.* Further, training centers were run primarily by locally known CBOs, which promoted trust and community oversight. Working with CBOs also increased the likelihood that programming and outreach would be relevant to target communities. When a natural disaster occurred, IDEJEN had a local network of providers, informers, and monitors to assure that appropriate support reached the most needy.

Recommendation:

IDEJEN's network offers a powerful asset for future development efforts that target marginalized populations. For this network to be truly functional, community trust and buy-in should be nurtured via visible capacity-building efforts, regular communication with communities, and committed Haitian leadership.

Finding 25: As IDEJEN grew, funding did not scale-up in proportion to the number of youth served and activities implemented, even accounting for economies of scale; lack of funding limited the quality of implementation.

The desire, as part of the project's 2007 expansion, to extend IDEJEN's reach to as many communities as possible (the expansion brought IDEJEN to 96 of Haiti's 142 communes) conflicted with the project's inevitable budget constraints. As a result, central functions, such as CBO capacity building and oversight, project M&E, and, long-term oversight of youth placements, suffered.

CBO Capacity Building and Oversight: While IDEJEN increased its number of implementing training centers, it did not increase its number of support staff. Thus, IDEJEN field agents had increasingly more centers to support. In a majority of departments, all training centers were monitored by only one field agent (resulting in an average case load of 10 centers per field agent). Monitoring was further challenged by the fact that IDEJEN only had four drivers to facilitate transport to the nearly 200 centers throughout eight departments.

Center support was particularly challenging in large departments with difficult terrain, such as Grand' Anse. Consequently, CBOs sometimes made adjustments to programming according to their contexts. For example, many CBOs adjusted the target group to include youth who had more than three years of schooling. According to CBO managers, youth with less than three

years' education were either not interested or very difficult to reach; this shift made the training and placement burden easier.

Monitoring and Evaluation: Monitoring and evaluation also suffered as a result of the scale-up. As IDEJEN's objectives evolved, targets grew, and services increased, original indicators, definitions, and tracking systems became outdated. IDEJEN's M&E unit lacked the capacity or the means to optimally harmonize new and old—though attempts were made. At the initiation of the expansion phase in 2007–2008, EDC revised IDEJEN's M&E system and hired a database consulting company to develop an M&E database to facilitate data gathering and storage. However, the complicated nature of the system, combined with insufficient training and logistical difficulties (e.g., some CBO partners lacked electricity and/or Internet access to be able to complete data entry easily), proved to be too challenging to sustain, and the M&E unit reverted to an older, simpler approach. Further, frequent turnover in M&E staff outpaced IDEJEN's capacity to catch up with training and follow-up support. As a result, the M&E staff lacked the capacity to monitor CBO data collection and entry for such a large population of youth served. Thus, M&E data is likely not reflective of total project impact.

Recommendation:

Limit the number of expected outcomes and programming components for large-scale programs, focusing instead on delivering a smaller number of components to as many participants, with as much quality, as possible.

Finding 26: IDEJEN garnered tremendous community demand, participation and support, which facilitated the project's success in villages, towns, and cities across the country.

IDEJEN's highly localized approach, combined with its advocacy and networking activities, allowed the project to develop and draw from broad community support. The two cornerstones of IDEJEN's local approach were its neighborhood training centers and its local field agents. IDEJEN specifically chose to hire field agents directly from the departments in which the project worked. Because they knew target communities well, field agents proved to be an effective bridge between the broader interests and requirements of this large USAID program and the day-to-day realities faced by local youth. Meanwhile, neighborhood training centers served as important windows "IN" and "OUT"—IN because community members could see previously idle and hopeless youth engaged in learning a trade and other skills, and OUT because centers allowed youth to see beyond their deficits and toward a range of previously unimagined possibilities. Finally, because the project relied largely on local staff and expertise, and worked through an extended network of CBOs, IDEJEN

was able to maintain relatively low unit costs, allowing it to remain as a plausible model for future youth livelihood development efforts in Haiti.

IDEJEN nurtured local support by identifying private sector sponsors for each training center or youth cohort. Although primarily symbolic (sponsors typically spoke at openings and graduation ceremonies), these sponsors, along with other civic and religious leaders, helped to weave a local support fabric that proved useful in placing youth in jobs and internships and in raising youths' local esteem.

As the project continued and word of IDEJEN's local commitment and quality grew, other communities requested their own IDEJEN training centers. When possible, IDEJEN tried to accommodate this demand, although overall, demand for IDEJEN services exceeded its resources.

Recommendation:

Promote localized, though networked, initiatives, as they tap into local trust structures and desire for tangible results yet bring fresh ideas and resources to marginalized communities.

FINDING 27: IDEJEN's training in NFBE, technical skills and life skills were mutually reinforcing.

Perhaps not surprisingly, as youths' technical skills grew so did their motivation for becoming literate. Literacy skills, in turn, helped youth develop a strong base for pursuing technical training or served as a bridge for youth who were able to return to school during the accompaniment phase. Because the content of IDEJEN's literacy and numeracy training focused on essential life and work skills, youth were better informed and confident about their capacity as workers and citizens. As one Port-au-Prince youth said, "This training shows you who you are in society, your value. It teaches you your rights and duties as a citizen." The holistic nature of IDEJEN's curriculum not only changed perceptions of youth within their communities, but also gave them the work readiness skills they needed to be successful in formal employment.

Recommendation:

Future youth-oriented programming should include elements of technical training, basic education, and life/work skills training, either delivered by different, inter-connected initiatives, or as one package.

Finding 28: IDEJEN's community-based approach to youth development allowed for rapid deployment of post-disaster assistance; this was beneficial both for youth and the communities they served.

Engaging youth in post-disaster relief activities, whether in response to flooding, school collapse, or the earthquake, served many purposes. First, youth in disaster zones had opportunities to participate in meaningful, structured activities soon after the disaster, which contributed to both to their immediate psychosocial well-being and to their longer-term role as productive members of their communities. Second, particularly after the earthquake, youth quickly began earning an income, which enabled them to assist their families to cover basic needs such as food or shelter. Lastly, particularly in a community such as Port-au-Prince where youth have a history of (and a

reputation for) participating in violence and other criminal or negligent activities, IDEJEN youth had the opportunity to transform the perceptions of community members through their positive behaviors and actions.

Recommendation:

Youth offer significant untapped potential for community service and leadership at the local level. A range of programming should promote these activities, both to deliver necessary social services and to develop a civically-oriented element of the workforce.

Finding 29: IDEJEN's monitoring and evaluation system did not facilitate rigorous impact evaluation.

As described elsewhere, IDEJEN's evolutionary design was an important aspect of its eventual success as a project. Ironically, however, the same aspect that allowed IDEJEN to be successful also made it difficult to capture data consistently and evaluate impact. As target groups, project components, and success indicators changed in response to lessons learned, multi-year tracking or comparison became difficult. For example, gender disaggregation was not formalized in M&E reporting until 2007, making it impossible to disaggregate with accuracy how many young women and men were served during the entire life of the project. Similarly, the NFBE and vocational training completion indicators were originally separate; however, in 2007, they were combined into one "Employability Training" indicator. Unfortunately, the data collected is based on those youth who took the NFBE exam as opposed to youth who took both the NFBE *and* the technical training exams, meaning that a youth who only took one exam may or may not have been counted as having "completed a USG-funded workforce development program." In another example, when designing indicators for the accompaniment phase, IDEJEN assumed that youth would choose either continued training or work experience, when in fact, many youth chose to do both. Yet initially, data collection instruments did not allow for this category. In response, data collectors simply checked both boxes, which resulted in double-counting. (IDEJEN eventually corrected this error and was able to reliably report on youths' choices of accompaniment track.)

Another challenging aspect of IDEJEN's M&E system was the project's difficulty in identifying and retaining qualified M&E staff. Rigorous program M&E activities require specialized training and experienced leadership. Few professionals in Haiti had this experience, and those who did were too expensive for IDEJEN. As a locally run project, international expertise was limited to consultancies and targeted longer-term technical assignments. Longer-term international M&E expertise was not budgeted, although short-term technical assistance in M&E was. IDEJEN chose to identify bright young college graduates and build their capacity along the way. This approach was adequate for basic project monitoring but insufficient to allow for the ongoing management of a robust project impact monitoring system.

Upon initiation of the expansion phase (2008), EDC hired a database design company to assist IDEJEN in developing a customized database that would accommodate a range of indicators. The database was designed to IDEJEN's specifications; however, IDEJEN soon found the system too sophisticated. M&E staff eventually abandoned the system and reverted to using Microsoft's Excel software, which was more manageable for both staff and CBO partners. Although the system became more functional for IDEJEN's regular data monitoring needs, it unfortunately lost

flexibility because staff did not have the advanced Excel skills needed to capture and manipulate data that would allow for deeper analysis.

Lastly, project resources, targets, and time frame did not allow sufficient time at the end of youths' IDEJEN experience for follow-up tracking. Although after 2008, CDCJ's were able to follow youth for six months after their experience ended, this period was too short to gain an accurate picture of the extent and ways in which IDEJEN had impacted their livelihood prospects. Further, given youths' mobility, it was difficult for CDCJ's to track participants, and they did not have the resources to do so.

Recommendation:

1. Future large-scale workforce development initiatives should allow adequate resources, not only for the development of a flexible and robust M&E system, but also for qualified staffing and dedicated M&E capacity building.

2. Future workforce development initiatives should include time and resources for participant tracking that extends at least one year past their completion of the program.

V. Conclusion

As an evolutionary project that began with research and was followed by a progressive scale-up, IDEJEN had the opportunity to adapt its programming over time based on key lessons learned. The project's—and now, the local NGO's—capacity to adapt to the volatile Haitian environment while still maintaining its core mission of serving Haiti's out-of-school youth population is reflective of the challenging yet resilient nature of the country in which it operates. This capacity to adapt swiftly and effectively—to respond either to calamity or simply lessons learned—is one of IDEJEN's key success factors.

Another of IDEJEN's most remarkable and successful elements is its truly local nature. Without a doubt, organizations such as USAID and EDC, as well as numerous international partners, were instrumental in developing systems, guidance, technical elements and capacity that were essential for the project's success. Yet IDEJEN's most notable feature was that its spirit, its approach, its commitment to marginalized youth and their communities, and the dedication of its staff and leadership were proudly and uniquely Haitian. Youth, families, local businesses, clergy, police officers, school directors, and neighborhood leaders embraced IDEJEN because it was *theirs*—run by Haitians for Haitians. It allowed all those who touched it to recognize, honor, and support this country's most precious and perhaps most underappreciated resource: its thousands and thousands of youth who, despite their poverty, used this opportunity to make themselves and their communities better.

Although not every aspect of IDEJEN was successful, overall, this USAID-sponsored project made a visible and lasting contribution to the field of youth workforce development in Haiti and beyond. The program's comprehensive design, both in terms of its youth programming package and in terms of its delivery system, highlighted the looming need, daunting challenges, and enormous potential for helping large numbers of youth become engaged, productive workers and citizens in a country that needs them now more than ever.

The IDEJEN model has informed the design and implementation of 14 EQUIP3 projects and perhaps other non-EQUIP3 projects as well. The model will continue to evolve with the new

NGO, which has already begun to institute large changes via a reinforced EA model. Still, the NGO continues to maintain the original mission of the original research initiative and pilot project—to improve the livelihoods of Haitian out-of-school youth.

For more information regarding IDEJEN's evolving lessons learned, please visit the EQUIP3 website: **http://www.equip123.net/webarticles//anmviewer.asp?a=628&z=123**.

V. Annexes

Annex 1 Life of Project Data
Annex 2 Summary of Findings
Annex 3 Youth Case Studies
Annex 4 Qualitative Research Protocols
Annex 5 CBO Survey and list of respondents
Annex 6 Listing of Previous IDEJEN Reports and Research

Annex 1 Life of Project Data

	Pilot Phase	First Expansion	Second Expansion				Final Extension		
Indicators	**FY 04–06 2003–2006**[1]	**FY 07 2006–2007**[2]	**FY 08 2007–2008**	**FY 09 2008–2009**	**FY 10 2009–2010**		**FY 11 2010–2011**		**Total**[3]
No. of youth participating in workforce development programs	650	2,100	4,800	5,500 M: 2,750 F: 2,750	N/A		N/A		13,050
No. of persons completing USG-funded workforce development programs[4]		496[5] *Note: Definitions of "completion" changed. As such, numbers reported for this period may be incomplete.*	1,735	4,208	4,752		N/A		11,191
			M: 1,019	F: 716	M: 2,731	F: 1,477	M: 2,889	F: 1,863			
No. of youth gaining employment or better employment		246	848	1,965	1,796		1,024		5,879
			M: 475	F: 373	M: 1,122	F: 843	M: 1,246	F: 550	M: 634	F: 390	
No. of youth transitioning to further education and training as a result of participation in USG-funded workforce development programs.		193	1,127	2,964	496		664		5,444
			M: 679	F: 448	M: 1,872	F: 1,092	M: 297	F: 199	M: 353	F: 311	
No. of workforce development initiatives created through USG-assisted public-private partnerships	*Note: Definition of "initiatives created" changed. As such, numbers reported for this period are incorrect and, therefore, are not included here.*		16	21[6]	7[7]		8		52

[1] Numbers not disaggregated by sex for this report.
[2] Numbers not disaggregated by sex for this report.
[3] Totals based on numbers as reported in these tables. As sex not disaggregated throughout report, totals are not disaggregated by sex.
[4] Please note that because the basic employability training is 12 months, the number of youth completing workforce development programs is usually related to the number who participated in the previous year.
[5] This number is not from any of our official reports, but instead it came from a review of a report from our M&E database.
[6] This number was derived by adding figures from the FY 09 Q3 report for the first three quarters, and from the FY 09 AR for the Q4 number.
[7] Note: Nothing officially reported in annual report indicator table; however, rest of report indicates existence of 7 new partnerships.

Indicators	FY08		FY09				FY10			
			15 – 24 ANS		> 24 ANS		15 – 24 ANS		> 24 ANS	
	M	F	M	F	M	F	M	F	M	F
Number of individuals reached through community outreach that promotes HIV/AIDS prevention through abstinence and/or being faithful (disaggregated by age/sex) (4.1) (Q1)	4,307	4,090	17,748	15,288	6,009	5,990	18,395	18,218	12,152	11,367
Number of individuals reached through community outreach that promotes HIV/AIDS prevention through abstinence (disaggregated by age/sex) (4.2) (Q1)	5,793	4,805	13,617	12,131	4,727	5,225	20,059	19,551	12,306	12,995
Number of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful (disaggregated by age/sex) (4.3) (Q2)	120 (no breakdown of gender)		108	116	37	17	0	0	0	0
Number of individuals reached through community outreach that promotes HIV/AIDS prevention through other behavior change beyond abstinence and/or being faithful (disaggregated by age/sex) (4.4) (Q3)	5,032	3,426	27,437	22,371	7,756	6,895	24,296	23,721	9,854	12,037
Number of individuals trained to promote HIV/ AIDS prevention through other behavior change beyond abstinence and/or being faithful (disaggregated by age/sex) (4.5)) (Q4)	120 (no breakdown of gender)		152	131	5	7	164	189	7	8
Number of sensitization & educational materials distributed (disaggregated by type of material and by AB/OP category) (4.6) (Q5)	34,407 This includes condoms, pamphlets, and other informational materials		Condoms = 78,973 Affiches, Posters , Dépliants, Livrets, Brochures = 222				Condoms = 17,301 Affiches, Posters , Dépliants, Livrets, Brochures = 678			
Number of community groups trained in HIV/AIDS prevention (disaggregated by type of group) (4.7)(Q6)	505		533				535			
Number of community meetings organized (disaggregated by type of group and purpose of meeting) (4.8) (Q7) (6 centers)	90		329				236			
Number of community outreach events held by trained community groups (disaggregated by type of event and type of group) (4.9) (Q8)	0									

Annex 2 Summary of Findings

The Findings and Recommendations in this Annex maintain the same order as those in the actual report.

A. IDEJEN'S SUCCESS IN MEETING ITS OBJECTIVES

Result 1: Marginalized Youth are Reintegrated into Society

Finding 1: IDEJEN's model as a whole, and its advocacy activities in particular, aided youths' reintegration into their communities.

Recommendations:

1. In addition to national-level efforts, develop community service and workforce-focused youth engagement activities at the local level.
2. Involve local communities in planning and supporting youth activities, using Community Youth Mapping (CYM), and other tools.
3. Re-kindle efforts to involve private sector, academia, civil society and the GOH in the development a national workforce development strategy aimed largely, though not exclusively, at Haiti's undereducated and unemployed youth.

Result 2: Community-Based Organizations Have Improved Capacity to Address the Programming Needs of Out-of-School Youth

Finding 2: IDEJEN made partner CBOs more capable of providing services.

Recommendations:

1. Assess Haiti's local NGO sector. In social sectors with the most critical service gaps, target local organizations with an incipient organizational capacity with combined service delivery and capacity-building grants, with an emphasis on financial and program management and fund-raising.
2. Further develop the INFP technical training accreditation program to raise the quality and availability of entry level skills training programs.
3. Allow sufficient time and resources for local NGOs to incorporate capacity and demonstrate results.

Finding 3: Most CBOs cited concerns about their post-IDEJEN sustainability.

Recommendation:

Work explicitly on targeted local NGOs' post-assistance sustainability. Strategies include (1) requirements that NGOs demonstrate institutional sustainability plans at the pre-award stage, (2) explicit organizational sustainability milestones as part of any award to a local NGO, and (3) regular sustainability progress monitoring as part of the award.

Finding 4: CBO networks show promise as a platform for organizing youth-serving organizations, particularly outside the capital.

Recommendation:

Regional, and eventually national, CBO networks should be supported as a way to improve youth workforce development and other programming beyond the immediate scope of any given project.

Result 3: Government of Haiti Institutions are Strengthened to Provide and/or Oversee Improved Services to Out-of-School Youth

Finding 5: IDEJEN was relatively successful in its development of youth-focused partnerships and cross-ministerial collaboration, although the outcomes of this work were hampered by low GoH capacity and will.

Recommendations:

1. Build on IDEJEN's momentum with the INFP by providing targeted support in technical training standards development, learner certification, and accreditation of nongovernmental technical training providers. Focus efforts on mid-level management, which experiences less turnover and demonstrates commitment to Haiti's technical and vocational training needs.
2. Future work with the Ministry of Education should consider work already completed toward a nonformal basic education policy, given the country's current and future population of undereducated youth and adults.

Result 4: HIV/AIDS awareness and prevention messages are disseminated to out-of- school youth, ages 15–24

Finding 6: IDEJEN peer educators were an effective interface for sharing health information with hard-to-reach communities and were among the most successful of IDEJEN participants in social and economic integration.

Recommendation:

Develop programs that support youth community health extension agents, both to extend preventive health care and referral capacity into Haiti's most underserved communities, and to develop the nation's critically needed cadre of social service providers.

Finding 7: IDJEEN's peer educator component filled an important gap, but it ended too soon and did not go far enough.

Recommendation:

Train and equip future community health extension agents with data-gathering skills and capacity; develop tracking systems to support data gathered in this way.

B. YOUTH PROGRAM PACKAGE

A. Employability Phase

Finding 8: Employability training, in general, and technical training, in particular, were effective in improving youths' perceptions of themselves and their acceptance within their community.

Recommendations:

1. Note recommendations for Findings 1 and 5.
2. With GoH, develop NFBE-equivalency certification component for out-of-school youth. This component should include age-appropriate performance standards, curriculum, assessment system, certification requirements, and formal and technical school re-entry pathways.

Finding 9: IDEJEN's employability phase was critical but too short for lower-educated participants in certain trades.

Recommendations:

1. Program designers can take various lessons from this finding. They can:
    a. Maintain education and training dosage as before but exclusively target youth with 3+ years of education (e.g., at a minimum, entering youth should demonstrate a fourth-grade baseline education level as measured by an entry exam as opposed to self-reporting).
    b. Target youth with less than a fourth-grade baseline education level but extend the number of contact hours (either over time or in intensity) for both NFBE and technical fields.
    c. For lower-educated youth, limit technical training to easy entry technical fields while continuing to offer NFBE to insure mastery of literacy and numeracy to at least a fourth grade level, and preferably to a sixth- or eighth-grade level.
    d. Broaden the model to include a diverse range of youth and offer a range of different programming options and sequences.
2. Develop a work-based learning support component for all technical and vocational training initiatives, in which employers in key industries are expected and supported—through training, financial support, or provision of trained youth supervisors to provide on-the-job "top up" training to youth in high-demand or challenging technical fields.

Finding 10: IDEJEN's technical training program for out-of-school youth was an unprecedented and effective tool for engaging marginalized populations.

Recommendations:

1. Continue to provide GoH supported assessment of technical training (see also recommendations under Findings 5 and 8 above).
2. Continuously improve quality of technical training standards, curriculum, and assessment to reach international levels.
3. Expand and improve the support and quality of nontraditional technical trades that are particularly relevant for Haiti's economy. Provide INFP support in adopting these other programs and curricula so that they might be distributed to other training centers across the country and be more legitimately certified.

Finding 11: Young women benefited from IDEJEN's encouragement for them to pursue nontraditional technical trades.

Recommendation:

Encourage women to participate in and complete technical training in nontraditional fields by providing extra mentoring and support, and offering supplementary or specialized training that can allow young women to excel.

Finding 12: Despite practice-based curricula, many youth and IDEJEN staff interviewed found that the technical training did not provide enough hands-on practice.

Recommendations:

1. Future programs could develop partnerships with private companies and/or training venues that allow youth to come to the work site or shop too regularly practice (perhaps in off-hours). Such a practice would allow youth to gain practical experience in work readiness skills (e.g., showing up on time and interacting with supervisors and bosses) as well as technical skills.
2. Future programs could invest in slowly developing an equipment lending program through which basic tools and machines are loaned to different training centers for a given period, and then redistributed to other regions, to avoid over-saturation of technical capacity in a given area.

Finding 13: Life skills received mixed views from focus group and interview participants.

Recommendation:

Re-focus the IDEJEN life skills curriculum to a work-readiness format and integrate this training into the technical training and accompaniment components, or to other training venues as appropriate, so that youth learn and apply concepts in the classroom as well as in the workplace.

B. Accompaniment Phase

Finding 14: The accompaniment phase was crucial to youths' reintegration and capacity to find viable livelihoods; however, given IDEJEN's target population and operating environment, it should have been "longer and stronger."

Return to School

Finding 15: The return-to-school option was IDEJEN's most popular track, yet youths' long-term school completion rate is unknown.

Recommendations:

1. In cooperation with the MoE, develop a formal bridging program for younger out-of-school youth. For older youth, an equivalency option is recommended (see also recommendation under Finding 5).

2. Design age-appropriate basic education materials for out-of-school youth through the eighth- grade or at least the sixth-grade level.
3. Develop low-cost return-to-school options, through scholarships or cooperative learning/earning programs.

Level 2 Technical Training

Finding 16: IDEJEN's level 2 technical training through Ecoles Ateliers represented a concrete avenue for post-program success.

Recommendations:

1. Continue to provide low-tuition level 2 technical training for out-of-school youth.
2. Reinforce the level 1 curriculum or adapt the level 2 curriculum to better accommodate out-of-school youth.
3. Expand the range of level 2 training offered through EAs, either by increasing course offerings at each EA or by rotating the trades offered so as to constantly remain responsive to local labor market demands.
4. Broaden the venues through which level 2 training may be accessed by out-of-school youth.
5. In addition to the more general array of market-relevant trade areas, develop some highly targeted level 2 training courses that respond directly to demand for certain industry-specific skill sets in industries with high-growth potential.

Finding 17: None of the Ecoles Ateliers were self-sustaining by the time the IDEJEN project ended.

Recommendations:

1. Review the original business model underlying the EAs to determine viability; support the most viable EAs as one means to develop sustainable technical training institutions in Haiti.
2. If the success of a particular component or larger project depends upon a design that assumes collaboration among donor-funded projects or institutions, then donors should facilitate such collaboration by making it contractually explicit for all concerned parties.

Internships and Jobs

Finding 18: IDEJEN placed a relatively high number of youth in work experiences and internships when compared to other similar projects targeting marginalized youth.

Recommendations:

1. Future youth workforce development activities in Haiti should maintain a work placement function through which both employers and youth can be vetted, matched, and tracked over time. Tracking should be more sophisticated than was possible through IDEJEN and should continue for at least one full year after formal engagement with the activity has ended.
2. Future placement strategies should include a variety of modalities, including placement entities, direct agreements between training providers and employers, and partnership arrangements among donor-supported infrastructure, sector development, or cash-for-work activities.

Finding 19: IDEJEN's placement of participants in short-term work opportunities positively affected employers' perceptions of out-of-school youth.

Recommendation:

Develop work experience placement opportunities with a range of private and public sector employers; assure success by providing onsite "crew managers" who are both skilled in the particular trade and trained to manage youth work crews.

Finding 20: Though valued by youth, work experience placements did not consistently match participants' field of technical training.

Recommendations:

1. Future work experience efforts should follow a sequence in which periodic labor demand studies highlight near- and medium-term employment opportunities and partners; explicit work experience partnerships between employers and training institutions are developed and nurtured; and training opportunities are offered based on pre-determined labor demand.
2. Work placement organizations should serve as active bridges between the demand and supply sides of the labor equation; staffing and length of involvement should include a coaching and mentoring function, in addition to placement.
3. Future work experience initiatives could, from the outset, develop memorandums of understanding or other formal agreements with major government and/or donor funded programs designed to improve particular sectors (such as construction or agriculture), to include a workforce development component that explicitly sets aside on-the-job training slots for targeted workforce development participants.

Entrepreneurship Training and Small Business Development

Finding 21: The entrepreneurship track was the least successful of IDEJEN's accompaniment offerings.

Recommendation:

Structure future entrepreneurship development initiatives to include experienced business professionals with a good understanding of Haitian markets and relevant value chains; long-term, hands-on business coaching for young entrepreneurs (as opposed to short-term training); development of savings and credit groups; and, for more sophisticated entrepreneurs, access to affordable financing.

C. FINDINGS RELATED TO PROJECT IMPLEMENTATION AND CROSS-CUTTING FINDINGS

Finding 22: IDEJEN's slow, context-relevant evolution—and its strategic support by USAID—were key elements of its success.

Recommendation:

Support one or more medium-to-long term initiatives that are based on a results-driven, iterative, research and implementation agenda.

Finding 23: IDEJEN's local leadership was another key element of its success.

Recommendation:

1. Nurture Haitian leadership, at a range of levels and across all sectors, however and whenever possible
2. Identify natural leaders and then provide training in gap areas as necessary.

Finding 24: IDEJEN's well-distributed network of local training centers provided reach, resilience, and relevance to youth in marginalized communities.

Recommendation:

IDEJEN's network offers a powerful asset for future development efforts that target marginalized populations. For this network to be truly functional, community trust and buy-in should be nurtured via visible capacity-building efforts, regular communication with communities, and committed Haitian leadership.

Finding 25: As IDEJEN grew, funding did not scale-up in proportion to the number of youth served and activities implemented, even accounting for economies of scale; lack of funding limited the quality of implementation.

Recommendation:

Limit the number of expected outcomes and programming components for large scale programs, focusing instead on delivering a smaller number of components to as many participants, with as much quality, as possible.

Finding 26: IDEJEN garnered tremendous community demand, participation and support, which facilitated the project's success in villages, towns, and cities across the country.

Recommendation:

Promote localized, though networked, initiatives, as they tap into local trust structures and desire for tangible results yet bring fresh ideas and resources to marginalized communities.

Finding 27: IDEJEN's training in NFBE, technical skills and life skills were mutually reinforcing.

Recommendation:

Future youth-oriented programming should include elements of technical training, basic education, and life/work skills training, either delivered by different, inter-connected initiatives, or as one package.

Finding 28: IDEJEN's community-based approach to youth development allowed for rapid deployment of post-disaster assistance; this was beneficial both for youth and the communities they served.

Recommendation:

1. Youth offer significant untapped potential for community service and leadership at the local level. A range of programming should promote these activities, both to deliver necessary social services and to develop a civically oriented element of the workforce.

Finding 29: IDEJEN's monitoring and evaluation system did not facilitate rigorous impact evaluation.

Recommendation:

1. Future large-scale workforce development initiatives should allow adequate resources, not only for the development of a flexible and robust M&E system, but also for qualified staffing and dedicated M&E capacity building.
2. Future workforce development initiatives should include time and resources for participant tracking that extends at least one year past their completion of the program.

Youth Case Studies

Introduction

In June 2011, two EDC employees conducted in-depth qualitative research in three departments of Haiti: Central Plateau, West, and Grand' Anse. They led focus group discussions and interviews with IDEJEN youth, youth who did not participate in IDEJEN programming, CBO leaders, employers from the private sector, parents of IDEJEN youth, community members, and EDC/IDEJEN employees. Further, they shadowed IDEJEN youth in each community, carrying out interviews, conducting participatory activities, and accompanying youth to various places of importance in their lives, such as work sites, schools, and homes. The result of is an in-depth look at the effects of IDEJEN programming at the youth level.

Case Study Methodology

EDC opted to focus the case study research in the three original departments in which EDC piloted the IDEJEN program: Grand' Anse, Central Plateau, and West. These three depart¬ments have the longest history with IDEJEN and represent three diverse environments—semi-urban, rural, and urban (inner city). EDC researchers spent approximately three days in each department.

In each community, the researchers spent one day shadowing an IDEJEN graduate. During the youth shadowing, the researchers conducted in-depth interviews with the selected youth; their family members; and in some cases, their employers, supervisors, and friends. They also followed the youth on a tour of their community as the youth took pictures using EDC cameras to represent their lives pre- and post-IDEJEN. On the other two days, the researchers conducted focus group discussions with IDEJEN youth, non-IDEJEN youth, community members, and in the Central Plateau department, CBO staff and employers. The youth focus groups followed a strict protocol that led the youth through a series of activities facilitating discussion of youth's lives using non-threatening, participatory methods (see Annex 4 for the protocol). Focus group discussions with community leaders, employers, and CBO staff were less structured, allowing for more flexibility and open discussion around a series of key questions. The researchers also conducted interviews with IDEJEN private sector partners, CBO staff members, IDEJEN field agents, and CDCJ staff. Unless otherwise specified, all names of both individuals and organization have been changed or omitted.

Limitations

EDC researchers relied on IDEJEN field agents to select the participants for the various focus groups based on previously determined criteria; however, field agents did not always follow the participant criteria to the letter, which limited the researchers' ability to make concrete comparisons. For example, non-IDEJEN youth focus groups, in some cases, were entirely composed of in-school youth and sometimes youth who were friends of the field agents, thereby limiting comparison to the out-of-school youth population that IDEJEN typically aimed to serve. Further, while the researchers aimed to conduct individual or small group interviews with CBO staff, in the Central Plateau region, time constraints and communication issues regarding logistics limited the available time. Researchers ended up conducting a some¬what large focus group with the entire CBO staff instead, which potentially skewed results, as not all staff members appeared comfortable discussing certain issues in front of their supervisors. In Grand' Anse, only one employer showed up for the employer focus group discussion; thus, the researchers conducted an individual interview instead. Finally, the bustling, urban sprawl (and heavily earthquake-affected) environment of the West depart¬ment required a different strategy for reaching employers. Rather than conducting one focus group discussion with employers, the researchers conducted individual inter¬views with various employers and supervisors of IDEJEN youth.

Description of Locations

EDC researchers conducted case studies in communities in Central Plateau, Grand' Anse, and West. The follow¬ing sections offer brief descriptions of each location so as to provide some basic environmental context.

Central Plateau

The expansive Central Plateau department lies at the eastern edge of Haiti in the center of the country. It shares a large, porous border with the Dominican Republic. The department is mostly rural, with small, clustered villages along the major roads. IDEJEN worked throughout the Central Plateau department; however, the following case studies highlight a particularly rural area northeast of Hinche. Due to the area's proximity to the Dominican Republic and general trepidation towards Port-au-Prince, out-of-school youth tend to migrate in¬stead to Santo Domingo. Merchants also frequently travel across the border to purchase goods and/or produce to resell in Haiti. Still, the area boasts an active agricultural movement, and the majority of IDEJEN training centers in this area focus on agriculture-related trades, among others, such as masonry. IDEJEN youth live in

IDEJEN youth live in remote houses scattered across the countryside. Sometimes they walk for several hours to arrive at training sites or schools. (Photo by Suzanne Kratzig)

homes scattered across the plateau and sometimes walk miles to arrive at their training sites or, for those who return to formal education, their schools. Few employment options exist in the area.

Grand' Anse

Located just northwest of the South department on the western edge of the island, Grand' Anse is a mountainous region with a lengthy coastline, a geography that has inspired some of Haiti's most well-known poets. As the department is one of the more remote and difficult to reach in Haiti, infrastructure is quite limited, and many towns and villages are only accessible via foot, horse, or motorcycle. IDEJEN worked with CBOs located in both the departmental capital of Jérémie and also in the more remote mountain villages where the difficult terrain made monitoring and evaluation quite challenging. For the fol¬lowing case studies, EDC researchers spoke to youth and CBOs in the regional capital and one mountain village. IDEJEN youth primarily learned agriculture-related trades in this region, including food processing.

IDEJEN employees had difficulty traveling over such rough terrain to monitor IDEJEN youth across the department. (Photo by Suzanne Kratzig)

West

The West department encompasses Haiti's capital city, Port-au-Prince and its suburbs, which have essentially been absorbed by the capital due to high nationwide unemployment and subsequent urban migration. Many of Port-au-Prince's lower areas are urban slums, plagued by high levels of violence, poverty, disease, and unemployment. The West has also been the seat of political and civil unrest throughout Haiti's tumultuous history. January 2010's earthquake destroyed much of the depart¬ment, and much of the population relies on humanitarian assistance for survival. IDEJEN has worked throughout the West department, even in its most dangerous areas. IDEJEN youth from West department make up some of the most vulnerable youth in the country; however, following the earthquake, they have also become, in many ways, the most fortunate in terms of finding employment opportunities, particularly as the project had prioritized construction-related trades in this department.

The West department comprises primarily Port-au-Prince and its suburbs, which together make up a thriving, overcrowded metropolis. (Photo by Fabrizio Cocchiano)

Case Studies

Using the methods described above, this case study relates the stories of four youth who have benefited from the IDEJEN program, told from their own perspectives, as well as those of their families, friends, and employers (when possible and/or applicable) to answer the ques¬tions: What were your lives like before IDEJEN, what has changed in your lives that you can attribute to IDEJEN (i.e., what are their lives like now?), and how do you envision your future two years from now? The four youth are Valentina, Michel, Natalie, and Evans (see sidebars for basic information).

Further, this case study presents information gathered during focus group discussions between youth who benefited from the IDEJEN program and youth who did not have the opportunity to participate in the program.

During the focus group discussions, EDC researchers used varying participatory methods to derive answers to similar questions (i.e., lives before and after IDEJEN, vision for the future); however, for non-IDEJEN youth, researchers altered the questions slightly to take into account their non-participation in the program, focusing on lives two years in the past (as the IDEJEN program from sign-up to completion was between 18 months and 2 years), their lives currently, as well as how they imagine

their lives two years into the future. Conducting focus groups of both IDEJEN and non-IDEJEN youth allows for some comparison, despite the limitations described earlier.

Valentina

Valentina, who lives in a very rural area in the Central Plateau region, had to leave school due to illness when she was in the 5th grade,[1] and by the time she was well again, her sister was getting married, and all of the family's money went to pay for the ceremony. Valentina stayed home most days doing "nothing" for two years before commencing IDEJEN. Occasionally, she hung out with friends, went to the market with her mother, or helped her father in the family garden, but she said, she did not have any particular talents or skills. Valentina had always loved agriculture because she fondly remembers one particular agronomist in her zone, but her father, a farmer, did not really have the skills to teach her adequately. Valentina was embarrassed because she could not attend school like many of her friends. According to Valentina, her future was bleak before entering the IDEJEN program. "I was not comfortable. My future did not look normal to me."

According to Valentina's parents, Valentina lacked confidence before participating in IDEJEN. She rarely participated in community activities. "She was there, like every other child," one parent said. Her parents had wanted Valentina to learn plumbing because they felt it was a good trade, and a nearby town offered training in plumbing. However, money was tight, and Valentina's family was not yet able to send her to learn the trade. Then, Valentina heard about IDEJEN and signed up.

> "We are proud of what she has learned and who she is now."
>
> —Valentina's parents

At first, Valentina's father was skeptical about whether IDEJEN would teach anything practical to his daughter. Now, Valentina teaches her father agricultural techniques, and he is impressed by her knowledge, describing how she knows exactly how to measure the distance between seeds and different crops. Valentina has expanded the family garden and also used some of her father's land to produce spinach, eggplant, and papaya. Her mother sells Valentina's produce at the market for her. Valentina also earns money selling her agricultural services, such as

1 Note: Typically, Valentina would not have been accepted into the IDEJEN program because she has more than three years of schooling; however, the CBO in her community did not follow the criteria established by IDEJEN.

Valentina stands beneath a papaya tree she planted near her home using her new skills. (Photo by Suzanne Kratzig)

Valentina, Central Plateau

Current age: 19

Years participated in IDEJEN: 2008–2009

Trade learned: agricultural techniques

Education level before IDEJEN: 5th grade; forced to drop out due to illness and lack of funds

Activities before IDEJEN: no major activities; occasionally helped her parents

Activities after IDEJEN: returned to school (currently entering 8th grade); market gardening; volunteers teaching others (including her father) agricultural techniques

Favorite component of IDEJEN Model: technical training, particularly the practical training element

"I have a profession now. I'm proud of myself."

preparing seedlings, to others in her com¬munity. She uses her earnings to pay for her return to school (she is now entering the 8th grade) and her school supplies. When asked whether or not she had a savings account, Valentina showed off her goat and said she is already saving for another one.

Valentina's goat. (Photo by Valentina)

In addition to her school and agricultural activities, Valentina has become much more active and has taken on leadership roles in her church. She participates in agricultural trainings offered at a center nearby and has even begun sharing her newfound agricultural skills with other youth via occasional trainings through her church. They also seek her out for guidance on planting. Her parents say that IDEJEN helped her learn how to feel comfortable working with and interacting within a group. "With IDEJEN, she succeeded; she met other people and then began to gain experience gardening. When she was not in IDEJEN, she didn't have that experience. She has more confidence in herself now," her father said.

Valentina said that she is proud of her ability to earn money, and is also proud because she is able to teach her father techniques to take better care of his gardens. More than anything, Valentina wants to continue to go to school and be an agronomist, and she hopes that through IDEJEN, she will one day be able to receive the second level of training. Valentina drew a picture of a flourishing tree to symbolize how she envisions her future now that she has participated in the IDEJEN program. "I want to grow up like a tree," she wrote.

To show her new skills, Valentina photographed the spinach that she grows inside old tires, lifted from the ground to protect them from foraging animals. (Photo by Suzanne Kratzig)

Valentina was first in her class of IDEJEN graduates. Her mother was selling at the market, but left early to attend the graduation ceremony, "I ran to go see her. I saw that she was the first [in her class]. All the others were behind her. I took two photographs for her. I feel like I have benefited. I am so happy for that."

Valentina sees herself continuing to grow into the future, just like a brand new seedling. (Photo by Suzanne Kratzig)

Michel

Ordinarily Michel would not have been accepted into the IDEJEN program since he never stopped attending school. However, when his mother passed away when he was seven, Michel was sent to live in a larger village closer to the valley. He became a servant for a family and was responsible for performing all domestic housework and chores. The family, however, did send him to school. Before IDEJEN, Michel's life consisted of domestic work, school, and playing in the street. Humiliated, he said people in the community talked to him in any which way they pleased. Michel hoped through his studies to someday become autonomous.

Michel entered IDEJEN in 2009 and finished the employability phase in 2010. At the end of 2010, he finished primary school, and the woman who held him in domestic servitude put him on the street rather than continue to pay for his schooling. After spending the summer in Port-au-Prince, but finding the post-earthquake situation there even more difficult, he returned to the village and moved in with Claudette, the sister of the woman with whom he previously lived and manager of the CBO that implemented IDEJEN. Michel helps Claudette by growing and selling peanuts, and 80 percent of his income goes to Claudette to pay for his studies and his clothing. He no longer spends much time in the street, as he feels much more motivated to study.

Michel, Grand' Anse

Current age: 22

Years participated in IDEJEN: 2009–2010

Trade learned: animal husbandry; some agricultural techniques

Education level before IDEJEN: Moyen 1

Activities before IDEJEN: domestic servant; school (Michel never stopped attending school); hanging out in the streets with friends

Activities after IDEJEN: domestic duties with a different family; continued to attend school (will enter 6th grade secondary in fall); gardening; chicken raising (until chickens were stolen)

Favorite component of IDEJEN Model: loved all components, but especially nonformal basic education

"I would like to have a business to be able to buy clothes, to make more money to pay for school so I can advance."

He also likes to review his notes from his IDEJEN animal husbandry and agricultural trainings.

Claudette said that Michel has become more responsible since participating in IDEJEN. He spends less time doing nothing, she said. Claudette said that taking Michel into her home has meant an additional burden on her family, but she hopes that with the money he will earn from his garden and the small commerce that he does, he will eventually become independent. She also said the program taught him basic life skills, which have helped him improve his relationships and communication with others. Prior to IDEJEN, CBO trainers who worked with Michel noted that he was usually timid and obedient, but when pushed was quick to anger. Now, according to Claudette and the CBO staff, Michel has more confidence, is more open, and has better communication skills.

In fact, Michel did say that he has more confidence as a result of participating in the IDEJEN program. He feels more respected and valued in the community because of his skills in animal husbandry and agriculture. With a trade, he has more faith that he will be able to build a better life for himself. He also hopes to learn additional trades and dreams of one day owning a business delivering gas or oil or raising chickens so that he can earn more money and have a better life.

When given a camera to take pictures representing his past, present, and future, Michel photographed these chicken coops, where he practiced his new-found trade, animal husbandry, before the chickens were stolen

Natalie

Before IDEJEN, Natalie passed many days at home without eating. When she could, she sold pepe, a hot pepper, in the streets near her family's home on the edge of Port-au-Prince, but she did not earn very much. She had left school after 5th grade because her family could no longer pay the $37 yearly fee. Then, at 21, she married and became totally dependent on her husband. She said that on a typical day, she spent her days idling, without any particular goal . "I was a young dropout who wasn't doing anything," she said.

Natalie photographed the place where she used to sometimes sit and sell pepe.

Natalie sits next to an iron chair she made using skills acquired through IDEJEN. (Photo by Suzanne Kratzig)

Natalie, West

Current age: 27

Years participated in IDEJEN: 2009–2010

Trade learned: welding

Education level before IDEJEN: 5th grade; forced to drop out due to lack of funds

Activities before IDEJEN: no major activities; sometimes sold pepe (hot peppers)

Activities after IDEJEN: full-time employment as a welder, creating transitional shelters and other buildings out of containers for Digicel Foundation

Favorite component of IDEJEN Model: nonformal basic education and accompaniment

"When I wake up in the morning, I dress and go to work. Now, I have something to do. I have a different life …"

Natalie entered the IDEJEN program in 2009 and studied welding. Following the earthquake, with the help of IDEJEN, Natalie got a job with Digicel Foundation using her welding skills to transform shipping containers into shelters, classrooms, and other buildings. She works full time with Digicel, and also uses her skills to make household items, such as iron chairs and stoves, for community members. [2] On her worksite, Natalie is a hard worker who is very dynamic and disciplined, according to her employers and supervisors. She exceeds their expectations in terms of what they look for in an employee because, they said, she shows that she loves her work, and she has a strong character.

After the earthquake, her husband lost his job and has had a difficult time finding work. With the money Natalie earns through her employment with Digicel, she has been able to pay the rent for a home for herself and her husband. The rest of her family still lives under tents nearby, but Natalie has been able to help provide for some of their other basic needs. Despite the stress of being the sole provider for her entire family, she is proud to be able to help them.

Her family is proud and grateful for Natalie. Her mother said that before IDEJEN, Natalie was always ill and thin, and now, she is in better health and has gained weight—signs of happiness, blooming, and satisfaction in what she is doing. According to Nata-

Natalie photographed the place where she currently finalizes her small household objects, which is also where she hopes to one day open her shop with her husband. Her home and her family's tent are nearby.

2 Update: After the completion of the writing of this case study, Digicel's equipment was stolen, and the container construction activities halted. Natalie no longer has full-time employment; however, she has used some of her money to continue her commerce as she looks for other employment.

lie's family, IDEJEN opened doors to new opportunities. Without a trade, she would be living as they are, under a tent, in a camp, with nothing to do.

While her family is proud that she has a trade, some members of her community were skeptical at first at her choice of trade—welding. They asked her why she had chosen a "man's trade." They criticized her because she was working instead of her husband. Now, however, Natalie has gained their respect. According to Natalie, they see that she earns an income; also, they now know they can go to her to ask for her services. Natalie has received a lot of support from her husband, who has always encouraged her and who even invited her to participate unofficially in a three-month intensive masonry training he was providing for IDEJEN (funded through a non-USAID source) so that she would have more than one trade.

In the future, Natalie dreams of owning her own welding shop with her husband, where they can sell their services, as well as iron objects that they manufacture. "I dream to have my own shop. I will have people who work in the shop. I will be a boss," she said.

Evans

Evans lives in Carrefour, on the outskirts of Port-au-Prince, with his mother and sister. His father died when he was eight, and his mother and sister supported the family by selling in the market. Evans attended school through the 6th grade, but his mother and sister did not earn enough for him to continue. "We always thought that he must finish school and learn a profession to be able to work," his sister said. "But we didn't have the means; we didn't have hope that we would be able to send him to learn a trade."

After he left school, he assisted his mother with her commerce and occasionally worked as an informal mason, though he did not have any training. Generally, however, he spent time in the streets hanging out with friends who were not always the best influence. Sometimes, he got into fights or became involved in acts of vandalism. Still, Evans also contributed to community projects, for example, helping to clean streets and canals after flooding in his community. His sister said, "He had always believed in himself. He had always said he had to succeed; he had to earn money; he had to work."

Evans found out about IDEJEN through a friend, who introduced him to the manager of the CBO

Evans uses his carpentry skills to build shelters for an international aid organization. (Photo by Suzanne Kratzig)

Evans, West

Current age: 21

Years participated in IDEJEN: 2009–2010

Trade learned: carpentry

Education level before IDEJEN: 6th grade; dropped out due to lack of funds

Activities before IDEJEN: helped mother carry items to market; sometimes participated in street fights or vandalism; sometimes helped community clear canals

Activities after IDEJEN: full-time employment as carpenter; plans to return to school

Favorite component of IDEJEN Model: technical training

"When a youth has a job, [he] is valued. People begin to recognize that [he has] a trade, and they see [him] as a big boss."

offering IDEJEN programming in his neighborhood. Evans said he convinced the manager to let him join the program by saying, "The way my mother is struggling in life with us—and even more how my mom is getting older, I don't see it getting any better. If I could have a trade, it would be easier for me to help my family."

Through IDEJEN, Evans learned carpentry. Just as Evans was finishing the employability phase, the earthquake hit, and his suburb was at the epicenter. Evans' home collapsed, and his family, who survived the earthquake, moved to an IDP camp nearby. Evans participated in IDEJEN's temporary child/youth-friendly spaces, as he waited for regular IDEJEN programming to begin again. Evans also found one month's employment on one of IDEJEN's street cleaning crews.

Evans photographed IDEJEN's child/youth-friendly space where he spent afternoons after the earthquake.

Then Evans's new-found trade transformed his family's ability to survive the disaster: through IDEJEN, Evans found a job as a carpenter building transitional shelters with an international aid organization. Evans' work supervisor said that Evans is one of the best carpenters on the work site because he is very responsible and also exhibits leadership on the job site. He collaborates well with others and often encourages the others in their work. His supervisor has faith that if Evans eventually needs to find another job, he will easily be able to do so.

Evans is now the sole provider for his family. His mother stopped working soon after Evans began his job. Her stock was stolen from her tent, and the trip to transport her goods was becoming difficult. The family decided to rely on Evans. "He feeds the house," his mother said.

Evans said that since he has begun IDEJEN, his life has changed in several ways. He no longer hangs out with the group of friends with which he conducted acts of vandalism. He prefers to spend time with his IDEJEN friends. "I was very violent. I used to fight on the streets," Evans said. "But now, I understand life. I understand what's possible. I don't fight anymore; I shake people's hands."

His IDEJEN friends, with whom he works on the construction site, said that Evans has changed his life for the better, particularly because of the friendships he has made through the IDEJEN program. "Evans used to drink kleren [local, strong alcohol], but now, he doesn't do that anymore because one of his [IDEJEN] friends is a Christian; so he accepted to stop doing that to save the friendship," the friend said.

In addition to the lifestyle changes he is making, Evans has been saving money with his new job. He said that he has managed to save enough money to be able to rent a piece of land, where he hopes to build a transitional shelter so that his family can leave the tent and the camp where they are now living. He also plans to return to school in the fall, using money he has saved through his job. Before IDEJEN, Evans had a hard time envisioning a future for himself. "I have always thought that my life would be bad, that I would always be on the streets, and that I would never have a trade," he said. After IDEJEN, however, Evans has hope for his future. [3] In spite of his success, however, Evans still places a large emphasis on IDEJEN as a potential savior, both for himself and other youth. "If IDEJEN doesn't help me find a job, I won't be able to find one myself because in so many places, even if you submit your CV, people will rip them up," he said. "If IDEJEN stops its program,

Just before Evans completed the employability phase, his home was lost during the earthquake (left). He now lives with his mother and sister under tarps in an IDP camp nearby (right). With his job building transitional shelters, Evans has managed to save money towards a long-term lease on a piece of land where he hopes to one day build a transitional shelter for his family. (Photos by Suzanne Kratzig)

3 Update: As of the January 2012, Evans was still building shelters for Cordaid. He had also managed to lease land and complete construction of his own shelter for his family, moving them out of the camp and into a more permanent home. Evans also assists IDEJEN's field agent with IDEJEN's new activities.

that would be very sad for the many youth who never had the chance to benefit from the program."

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IDEJEN Youth vs. Non-IDEJEN Youth: Observations from Focus Group Discussions

EDC researchers conducted focus group discussions with both IDEJEN and non-IDEJEN youth in the Central Plateau, Grand' Anse, and West departments. In the West department, however, in addition to the scheduled focus groups with IDEJEN and non-IDEJEN youth in Carrefour, the researchers benefited from an additional impromptu focus group discussion with IDEJEN graduates at Natalie's work site in Port-au-Prince. This section highlights the methodology used for the focus groups, as well as the results.

Methodology for Focus Groups

EDC researchers followed the same focus group protocols for each of the focus group discussions, with a few exceptions. The IDEJEN youth protocol includes additional activities that specifically relate to IDEJEN programming. The protocols (one for IDEJEN youth, one for non-IDEJEN youth) are in Annex 4. In a few instances, the method of asking questions may have changed, either to respond to youth participants' requests or to save time. For example, after asking non-IDEJEN youth in Central Plateau where/how they spent their time two years previously, researchers found that the answers became fairly evident in some of the other discussions and subsequently eliminated this activity from the list. Further, youth had difficulty recalling daily activities from their life two years previously, instead choosing to recall particular memories. In other circumstances, the researchers became more flexible with the protocols. For example, some youth focus groups chose not to draw for the "envisioning your future" exercise, instead describing their futures verbally and with a bit less reflection. In the Port-au-Prince case, some activities were ignored or altered due to the impromptu nature and unconventional setting of the work site discussion. For the most part, however, the researchers followed the protocols as designed.

As previously discussed in the Case Study Methodology section, the youth selected for the focus groups, in particular, the non-IDEJEN youth, were perhaps not entirely representative of the population that the IDEJEN program seeks to serve, which skews the results and inhibits a true comparison. Still, they allow for a certain amount of deduction regarding the needs, desires, and realities of both vulnerable and "privileged" Haitian youth.

Discussion of Results

The activities conducted during the focus group discussions focused on extrapolating information about changes in how youth spend their time, how they envision their futures—and whether or not they have faith in those futures—and their beliefs about themselves and various aspects of their society. IDEJEN youth also answered specific questions about their opinions on the IDEJEN model.

Youths' Daily Lives

"After the earthquake, life became uglier because our parents could not go out on the streets anymore, and the people we used to help didn't give us help anymore."

—non-IDEJEN youth from Carrefour

For IDEJEN youth, life before IDEJEN was less productive than life after IDEJEN. In general, youth tended to spend more time hanging around either at home, with friends, at church, or in the street. As one youth said, "I used to spend all my time at home—sleeping, doing housework. I didn't do anything." Another youth in the West department blamed unemployment for spending so much time at home: "We spent all the time at home because we don't have any money. There aren't any opportunities."

Some youth, particularly those in Carrefour and Jeremie (two cities), said they drank alcohol ("to forget about problem," according to youth in Jeremie) or smoked marijuana. Work was typically at the bottom of the list of activities that youth engaged in, except for Central Plateau, where youth did typically engage in some informal work activities, such as carrying water for people. Many youth attended church, where they seemed to be engaged in the most positive activities before IDEJEN; some attended Sunday school or sang in the choir. One youth in Port-au-Prince responded, "We used to go pray to find a job."

Except in Central Plateau, youth tended to place school at the bottom of the list of places they spent the most time. The Central Plateau youth placed school at the top of the list,

which can potentially be explained by the fact that the CBO in the area was not respecting the criteria of accepting only out-of-school youth. While the youth were not in school when they signed up for IDEJEN, most had dropped out of school not long before joining IDEJEN. (In fact, in this focus group, the researchers discovered that one youth had specifically dropped out of school to qualify for IDEJEN, which he said, he regretted doing.)[4] Consequently, their "before IDEJEN" lives often included a significant amount of school.

After IDEJEN, youth reported a shift in activities. School became more important, as some youth in the focus groups had begun attending school again. While some youth continued to place home near the top of the list, they reported that their activities conducted at home were generally related to studying, as opposed to doing nothing. In the West and Central Plateau departments, work took on a whole new importance, as many youth found themselves engaged in regular employment. "We leave home at 6 a.m., and we come back at 4 p.m. We spend more time working," said one boy in Central Plateau.

Non-IDEJEN youth (all from the West and Central Plateau departments) explained how and where they spent their time currently. Of the youth who were not in school, many had more years of education than typically allowed to qualify for IDEJEN, yet their answers were quite similar to IDEJEN youth's responses describing their lives before IDEJEN. Many of these out-of-school youth spent time at church, at home, with friends, or in the streets. "The street is where we wake up; it's where we sleep; it's where we eat," one Carrefour youth said. School was the last place on the list for these youth, though all stated how much they would like to go to school. Again, work also tended to be towards the bottom of the list for all the youth in the West department. Youth in Central Plateau, much as their IDEJEN youth counterparts, did place work higher on their list of activities; however, again, they described mostly informal economic activities.

4 He clarified by saying that he had learned that it was better to stay in school and then learn a trade, as opposed to dropping out of school to learn a trade.

IDEJEN's Impact on Disaster-Affected Youth

The youth from the West department perhaps highlighted the gap between educated/trained youth vs. out-of-school/unsupported youth most greatly. These youth, however, lived in a different world from the somewhat sheltered, more peaceful worlds of the Central Plateau and Grand' Anse youth, who were not directly affected by the earthquake. The urgency of the situation, combined with the economic opportunities available via the emergency response, demonstrates the importance of having systems in place to support youth when disaster strikes. IDEJEN youth had marketable skills and support systems in place to help them use their skills toward the improvement of not only of their own lives (through increased income via jobs) but also the lives of others (through providing services such as sanitation, peer education, and shelter construction). The support and opportunities they had strengthened their capacity to help themselves and others in the wake of a catastrophic disaster.

Some non-IDEJEN youth in Grand' Anse and Central Plateau were still students who would never have met the criteria to receive IDEJEN programming. In Jeremie, in particular, all youth in the non-IDEJEN focus group were youth who attended school. Unsurprisingly, for schooled youth, school took up the majority of their time. Home was typically second on the list, as most of the schooled youth spent a significant amount of time at home studying when not in school. In Central Plateau, work was third in a list of priorities because a few of the youth did gardening work; one youth also managed to find some work as a mechanic. However, in Jeremie, a larger city, work was on the bottom of the list. None of the youth seemed to place much of an importance on work and tended to be of a class that expected work to come later in life, after they had achieved all their educational dreams.

Youths' Futures

One particular activity asked youth to step two years into the future. This activity highlighted the difference that either a program like IDEJEN or regular schooling can have on a youth's vision of their future and their faith that they can actually achieve that future.

All IDEJEN youth envisioned bright futures, often filled with images of homes, jobs, and schools. In Port-au-Prince, one girl said, "In two years, physically, I will have gained weight because I will be happier, because I will have saved money, and I can become more beautiful." Many IDEJEN youth believed that they would be able to find jobs (or continue in their same jobs, if they were already working) and that those jobs would lead to them being able to return to school and save money. Typically, youth hoped to find jobs using the skills that they had learned via IDEJEN, though a few youth expressed interest in studying other trades.

Some youth expressed hope in opening a business. One girl in Jeremie, who had gained restaurant and hotel skills via IDEJEN, had no doubt that she would be on her way to running her own restaurant in two years. In general, youth who had participated in the IDEJEN program were able to dream about their futures. In some cases, their visions for two years down the road were not entirely realistic; however, they had faith that they had what they needed to succeed.

Non-IDEJEN youth who were still in school also had faith in their futures. In fact, some youth simply stated their futures without a doubt. For example, one girl in Grand' Anse said she would be entering 10th grade in two years. A young man in Papaye said he would have finished his schooling by then and would be starting a job as a teacher. Dreaming about their futures was not a difficult task for youth who had not had school interrupted for them. In most cases, these youth took their futures for granted.

In general, out-of-school youth who had not participated in IDEJEN had difficulty envisioning bright futures. The two out-of-school, non-IDEJEN youth from Central Plateau and a couple of male youth from Carrefour had visions of eventually returning to school or learning a trade, sometimes placing all their hope on IDEJEN to learn that trade. All other out-of-school youth from Carrefour, however, chose not to draw their futures when offered that option, perhaps because the majority of them were unable to see any change. This activity was particularly difficult for the youth whose lives were dramatically affected by the earthquake in January. One boy stood up and said that unless he was able to join a program like IDEJEN, where he would receive some support, he did not know where he would be in two years and felt his chances at living were slim, answering, "I believe I will die." Many youth, particularly the young women, explained that they had lost family members and homes in the earthquake, and they really could not even respond to the question. They did not see any improvement. They felt that in two years they would still be living in the streets or with their neighbors. At one point in the activity, the EDC researchers felt the need to offer the youth the opportunity to stop sharing in an effort to prevent causing further trauma by having the youth relive experiences or reflect on futures that were too depressing to consider.

Interestingly, the majority of the youth in Carrefour had participated in a short-term technical training activity offered by an international humanitarian organization as part of their earthquake emergency response. The EDC researchers asked the youth whether or not they had felt more hopeful when they were enrolled in these courses. All of them said yes, but then they proceeded to say that in the end it was worse because nothing changed. They complained that the course did not offer them a diploma like IDEJEN, nor did it offer them support in finding employment. The youth felt even more depressed after the course because they realized that nothing would come of it, so, in their words, "What was the point?" All of them felt that IDEJEN was the only program they had seen that offered the skills and support needed to escape a dismal future. In fact, the majority of the youth from Carrefour came to the center to participate in the focus group discussion as a last-ditch effort to enter the IDEJEN program, even though the CBO manager informed them that the program had ended.

Youth's Beliefs

The final activity for both groups (IDEJEN youth and non-IDEJEN youth) asked youth to explore a few beliefs about themselves. The activity indicated that IDEJEN youth experienced shifts in their beliefs as a result of participating in the program. In general, IDEJEN youth said they felt more valued by their community after having participated in the program. In Jeremie, one youth said that before IDEJEN, he felt humiliated in the community, but now, "I'm back in school. They don't humiliate me anymore." In Carrefour, one youth said, "I've always thought that when a person doesn't know how to read and write, he doesn't have any value." After IDEJEN, however, they feel valued because they read, write, and have a trade.

The activity revealed mixed answers, however, on whether or not IDEJEN youth felt more prepared to succeed in life after the program. In Central Plateau, about half the youth felt like they would succeed in life before beginning the IDEJEN program, whereas the other half felt uncertain; all youth, however, said they felt prepared to be successful after completing IDEJEN. In Grand' Anse, the responses were a bit less enthusiastic. Many youth said they felt unprepared before IDEJEN; after IDEJEN, while they felt a bit more prepared, they were still not completely convinced. "We have a trade now, but we need more support," one youth said. In Carrefour, the youth all felt better equipped to succeed after the program, but two were still a bit wary about whether or not it was enough. Some indicated they lacked certain basic needs after the earthquake, as indicated by one youth's response: "I don't have all I need yet to live." Another Carrefour youth said that one trade is not enough to be successful.

For non-IDEJEN youth, the results of the activity were fairly predictable. For the most part, youth who were still in school felt more valued by the community and prepared to be successful than out-of-school youth. One out-of-school youth in Central Plateau said he felt the community always accused out-of-school youth of being the source of all delinquency issues in the area. Another out-of-school youth in Carre-

four said, "If you are not skilled and you haven't been taught, you are not valuable." Youth who were in school, such as the majority of those in Grand' Anse, felt like school prepared them to be successful in life; those who answered that they did not quite feel prepared indicated that they would once they completed their schooling. None of the out-of-school youth felt prepared to be successful in their lives.

Conclusion

The youth shadowing, combined with the results of the focus group discussions, indicated that school and training clearly influence youths' lives, including their skills, livelihoods, use of time, self-esteem, and confidence/faith in their future. In particular, the IDEJEN program's training and support has positive effects on youth, even for the youth with higher levels of schooling. The program, however, appears to have had a greater impact on the youth for whom it was intended to serve—those with little to no schooling, particularly those who have endured trauma or instability (e.g., out-of-school youth in the West department)—both in terms of improving livelihoods and changing their perceptions of themselves.

EDC Learning transforms lives.

Annex 4 Qualitative Research Protocols

IDEJEN Youth Focus Group Protocol

Formation and Mix of Focus Group:

Number of participants: 8-10 youth

Description of participants: IDEJEN graduates; gender balance; ages 15–24

Time: 1 ½ hours

Logistics/Materials Required for Focus Group Discussion:

- Pens and notepads
- Flip chart paper and markers
- Drawing paper and crayons, colored pencils, or markers
- Cardstock with pictures/photos
- Digital voice recorder
- Questions
- Forms
- Drinks
- Venue with chairs and, if possible, tables
- Ball

Purpose: Determine difference between IDEJEN graduates and youth who were unable to or did not qualify for participation in IDEJEN. Explore impact of IDEJEN program.

Focus Group Process

1) Facilitator welcomes group (1 min):

   I am here to research the impact of the IDEJEN program on IDEJEN participants and their communities. As part of that process, I am interested in hearing your voice as youth who have participated in the IDEJEN program. During the next hour and a half, you will have the opportunity to participate in a few different activities that will enable you to share freely about your lives and your community. You will also have the opportunity to talk about your experience of IDEJEN and to offer your views on the IDEJEN program. Please know that the information you provide will help us understand the impact of the IDEJEN project. We will not use your names anywhere, only the information you provide us. Also, you are not obligated to participate in any activity and are here of your own free will. If we propose an activity that you would

prefer not to participate in, please let us know, and we can either provide you with a different activity, or you can wait patiently until the next activity begins. The time will likely pass quickly, and we would like to cover everything. Please do not be offended if we have to interrupt you and paraphrase what you are saying. Does anyone have any questions about why you are here, or what we will be talking about today?

2) Questions (3 min)
3) Facilitator opens with icebreaker (5 minutes):

   Okay, everyone. We will begin by introducing ourselves via a little activity. Let's stand in a circle. We have a ball here. When you receive the ball, first, state your name. Then, pick one word that describes who you are. Then, do a movement or make a face to describe how you are feeling right now. Then, you toss the ball to someone else who hasn't received it yet. I will start.

4) Index cards (or photographs) activity for places (20 min):
   For this next activity, we will be working with cards and photographs of types of places/activities you may engage in your community. We ask that you work together to order the cards according to where you spend the majority of your time during a typical day in the year, not including the time you are sleeping. For example, if you spend most of your time at school, that would take the number 1 spot in the list. If you spend the least amount of time at church, that would go on the bottom of your list. Obviously, each of you may have different responses, but I would like for you to work together and try to come up with the order that most represents your lives and those of your other friends from IDEJEN. You will only have about 7 minutes to do this activity, and then we will talk about it. Please let me know if you have any questions about what the card is supposed to represent.

   Then, the facilitator will debrief the session, asking youth to explain their order to the group, asking follow-up questions, and encouraging discussion among the FGD participants about how they spend their time in these places. For example, for the job card, the facilitator will generate a discussion about what kind of work the youth do.

5) Draw your past and your future (35 minutes):
   Drawing your past (10 minutes drawing, 5 minutes debrief):
   Now, I'm going to give each of you some drawing materials—a piece of paper and some crayons and pencils. Don't do anything with them yet. First, I'm going to ask you to close your eyes and think about your life before you began the IDEJEN program. I'm going to ask you some questions while you have your eyes closed and give you some time to pay attention to what pops into your mind. The, I'll ask you to

open your eyes and quickly draw some images or a picture that represents the image or images that came to your mind of yourself two years ago. If you want, you can also write down words. As you draw, I may walk around and slowly repeat the questions just to remind you and help you focus. You'll only have about 10 minutes for this activity. Keep that in mind. Your drawings don't have to be beautiful, and they don't have to seem like they make sense. Just draw what pops into your head. Is everyone ready?

Okay, close your eyes. Think back to yourself before you began the IDEJEN program. Imagine a typical day. Where are you? Who are you with? What are you doing? Were you happy? Were you hungry? What kinds of activities did you do? Were you in school? Were you working? How did you spend your time?

Facilitator spends 5 minutes debriefing the "past" session, allowing some of the youth with more obscure drawings to talk about their drawings (or Valerie and Suzy can divide the participants into two groups to debrief and take notes).

If needed, take a silent, mindful stretching break in between these two drawing activities to allow participants to exit the past and re-enter the present through body movements.

Drawing the future (10 minutes drawing, 5 minutes debrief):
Okay, now I'd like to do the same type of activity, only this time, I want you to imagine yourself in the future. **Given the events of your life now and your participation in IDEJEN, what now seems like a possible future for you that maybe didn't seem possible before doing IDEJEN**? The same instructions for the activity apply. Is everyone ready?

Okay, close your eyes. Imagine yourself two years from now. Try to imagine a typical day. Where are you? Who are you with? What are you doing? Are you happy? Are you hungry? What kinds of activities are you doing? Are you in school? Are you working? How are you spending your time? **What is there in your future that might not be there if it weren't for IDEJEN?**

Facilitator spends 5 minutes debriefing the "future" session, allowing some of the youth with more obscure drawings to talk about their drawings (or Valerie and Suzy can divide participants into two groups in two to debrief and take notes).

Plenary discussion and debrief (10 minutes):
Thank you for participating in that activity. I know it can be hard sometimes to think about the past and to imagine a future. What surprised you about the activity? How different were your pasts from your futures? What about your present life? How

different is your present life from your past and your future lives? **Now, I'd really like you think about the changes in your life that you think have happened because of your participation in the IDEJEN program.** What changes between your past life and your present life are *because* of IDEJEN? What kind of future might you have drawn if you hadn't been part of the IDEJEN program?

6) Agree/disagree statements (10 minutes):

Now, we are going to do a different activity called "Agree/Disagree." Here, I am going to designate a line.
The facilitator will designate one wall of the room (or trees or chairs) as the "line." One end of the line will be "Agree Strongly" and the other end will be "Disagree Strongly" marked by paper with symbols representing "agree" and "disagree."

This side of the line is "Agree Strongly," and this side will represent "Disagree Strongly." The middle is neutral. I'm going to read you some statements. After each statement, I want to ask you to find a place on the line that represents how you feel about the statement—whether you agree strongly with the statement or disagree strongly. Maybe you are somewhere in the middle. **There are no right or wrong answers to these statements, so do not feel as though you have to go to the same place on the wall as your friend or guess where you think *I* may want you to be. Pick your place on the wall based on your own opinion.**

Facilitator reads statements one by one. In between each statement, the facilitator follows up with questions about why they agree or disagree with the statement, noting examples, etc. The facilitator should pay careful attention to keep things moving during the question period, but also to encourage discussion.

Statements:
1) I feel valued and appreciated in my community.
2) I feel prepared to be successful in my life.
3) My community provides the education and job support services that I need.
4) Literacy training is more useful than technical/vocational training to help me earn money and be an active member of my community.
5) Women have an easier time earning money through work than men.

7) Ranking IDEJEN model aspects and word brainstorm:

Part 1: Ranking IDEJEN components (10 minutes):

I'm going to give you all a group of index cards with the different aspects of the IDEJEN program. We will use the same line of agree/disagree, only now, one end of

the line will be “Most Important” and the other side of the line will be “Least Important.” Together, as a team, you will have **only 3** minutes to tape the cards somewhere on the line. Which parts of the IDEJEN program have been the most valuable for you? Which parts have been the least valuable?

Facilitator allows 3 minutes for the group to place cards.

Okay, first I would like to ask, are there any aspects of the IDEJEN program that are not represented on the cards that you think should be there? If so, what is missing? Where does it go on the line?

Facilitator adds cards as necessary. Then, facilitator debriefs the activity, asking why they put what where. Were there any disagreements about where something should go? Why or why not?

Part 2: Word brainstorm (10 minutes)
Now, I’d like to have us look up at the board/wall and think about each part of IDEJEN. Imagine you are describing IDEJEN to a friend of yours who hasn’t done it. You have already told them about the different aspects of the program, so they already know what they would *do* if they participated in IDEJEN. Now, they want to know what it felt like. Was it easy? Was it difficult? How did it make you feel? What would you say in ONE word? Call out different words, and we will write them down.

Facilitator writes down words on flip chart paper.

If you had to put these words next to different aspects of the program (looking at the cards on the wall), where would they go? (*Go through the words on the list and categorize them with the different phases of IDEJEN)*. Why?

Facilitator gets group discussion going about different aspects of the program and how they felt about it, what was most beneficial, what had the most impact, etc.

8) Closing (5 min):

We would like to thank you very much for participating in these activities. Your input has been very valuable for our research. Does anyone have any final comments or questions?

Thank you very much for your time.

Non-IDEJEN Youth Focus Group Protocol

Formation and Mix of Focus Group:

Number of participants: 8-10 youth

Description of participants: Mix of uneducated and educated, in-school and out-of-school youth; gender balance; ages 15–24

Time: 1 ½ hours

Logistics/Materials Required for Focus Group Discussion :

- Pens and notepads
- Flip chart paper and markers
- Drawing paper and crayons, colored pencils, or markers
- Digital voice recorder
- Questions
- Forms
- Drinks
- Venue with chairs and, if possible, tables
- Ball

Purpose: Determine the difference between IDEJEN graduates and youth who were unable to or did not qualify for participation in IDEJEN.

Focus Group Process

1) Facilitator welcomes group (1 min):

   I am here to research the impact of the IDEJEN program on IDEJEN participants and the community. As part of that process, I am interested in hearing your voice as youth who are within the same community but for some reason or other were unable or ineligible to participate in the program. During the next hour and a half, you will have the opportunity to participate in a few different activities that will enable you to share freely about your lives and your community. Please know that the information you provide will help us understand the impact of the IDEJEN

project. We will not use your names anywhere, only the information you provide us. Also, you are not obligated to participate in any activity and are here of your own free will. If we propose an activity that you would prefer not to participate in, please let us know, and we can either provide you with a different activity, or you can wait patiently until the next activity begins. The time will likely pass quickly, and we would like to cover everything. Please do not be offended if we have to interrupt you and paraphrase what you are saying. Does anyone have any questions about why you are here or what we will be talking about today?

2) Questions (3 min)

3) Facilitator opens with icebreaker (7 minutes):

   Okay, everyone. We will begin by introducing ourselves via a little activity. Let's stand in a circle. We have a ball here. When you receive the ball, first, state your name. Then, pick one word that describes who you are. Then, do a movement or make a face to describe how you are feeling right now. Then, you toss the ball to someone else who hasn't received it yet. I will start.

4) Index cards (or photographs) activity for places (20 min):
   Split into group of in-school youth, group of out-of-school youth, group of educated (having completed at least primary school) but out-of-school youth
   For this next activity, we will be working with cards and photographs of types of places in your community. We would like for you to work in three groups. If you are attending school right now, please join Group A over here. If you are not attending school currently but have *completed* primary school, please join Group B. If you have never attended school or for some reason or other were not able to complete primary school, please join Group C.

   In your groups, we would like for you to work together to order the cards according to where you spend the majority of your time during a typical day in the year, not including the time you are sleeping. For example, if you spend most of your time at school, that would take the number 1 spot in the list. If you spend the least amount of time at church, that would go on the bottom of your list. Obviously, some of you might differ, but I would like for you to work together and try to come up with the order that most represents your lives and those of your friends. You will only have about 7 minutes to do this activity, and then we will talk about it.

   Then, the facilitator will debrief the session, asking youth to explain their order to the group, asking follow-up questions, and encouraging discussion among the FGD participants about how they spend their time in these places. For example, for the

job card, the facilitator will generate a discussion about what kind of work the youth do.

5) Draw your past and your future (35 minutes):
Drawing your past (10 minutes drawing, 5 minutes debrief):
Now, I'm going to give each of you some drawing materials—a piece of paper and some crayons and pencils. Don't do anything with them yet. First, however, I'm going to ask you to close your eyes and think about your life two years ago. I'm going to ask you some questions while you have your eyes closed and give you some time to pay attention to what pops into your mind. Then, I'll ask you to open your eyes and quickly draw some images or a picture that represents the image or images that came to your mind of yourself two years ago. If you want, you can also write down words. As you draw, I may walk around and slowly repeat the questions just to remind you and help you focus. You'll only have about 10 minutes for this activity. Keep that in mind. Your drawings don't have to be beautiful, and they don't have to seem like they make sense. Just draw what pops into your head. Is everyone ready?

Okay, close your eyes. Think back to yourself two years ago. Imagine a typical day. Where are you? Who are you with? What are you doing? Were you happy? Were you hungry? What kinds of activities did you do? Were you in school? Were you working? How did you spend your time?

Facilitator spends 5 minutes debriefing the "past" session, allowing some of the youth with more obscure drawings to talk about their drawings (or Valerie and Suzy can split group in two to debrief and take notes).

If needed, take a silent, mindful stretching break in between these two drawing activities to allow participants to exit the past and re-enter the present through body movements.

Drawing the future (10 minutes drawing, 5 minutes debrief):
Okay, now I'd like to do the same type of activity, only this time, I want you to imagine yourself in the future. Given the events of your life now, where do you see yourself 2 years from now? The same instructions for the activity apply. Is everyone ready?

Okay, close your eyes. Imagine yourself two years from now. Try to imagine a typical day. Where are you? Who are you with? What are you doing? Are you happy? Are you hungry? What kinds of activities are you doing? Are you in school? Are you working? How are you spending your time?

Facilitator spends 5 minutes debriefing the "future" session, allowing some of the youth with more obscure drawings to talk about their drawings (or Valerie and Suzy can split group in two to debrief and take notes).

Plenary discussion and debrief (5 minutes):
Thank you for participating in that activity. I know it can be hard sometimes to think about the past and to imagine a future. What surprised you about the activity? How different were your pasts from your futures? What about your present life? How different is your present life from your past and your future lives? What do you think you might have to put in place over the next two years to arrive at your future vision? Anything?

6) Agree/Disagree Statements (10 minutes):

Now, we are going to do a different activity called "Agree/Disagree." Here, I am going to designate a line.
The facilitator will designate one wall of the room (or trees or chairs) as the "line." One end of the line will be "Agree Strongly" and the other end will be "Disagree Strongly" marked by paper with symbols representing "agree" and "disagree."

This side of the line is "Agree Strongly," and this side will represent "Disagree Strongly." The middle is neutral. I'm going to read you some statements. After each statement, I want to ask you to find a place on the line that represents how you feel about the statement—whether you agree strongly with the statement or disagree strongly. Maybe you are somewhere in the middle. **There are no right or wrong answers to these statements, so do not feel as though you have to go to the same place on the wall as your friend or guess where you think *I* may want you to be. Pick your place on the wall based on your own opinion.**

Facilitator reads statements one by one. In between each statement, the facilitator will then follow up with questions about why they agree or disagree with the statement, noting examples, etc. The facilitator should pay careful attention to keep things moving during the question period, but to also encourage discussion.

Statements:
1) I feel valued and appreciated in my community.
2) I feel prepared to be successful in my life.
3) My community provides the education and job support services that I need.
4) Literacy training is more useful than technical/vocational training to help me earn money and be an active member of my community.
5) Women have an easier time earning money through work than men.

7) Closing (5 min):

   We would like to thank you very much for participating in these activities. Your input has been very valuable for our research. Does anyone have any final comments or questions?

   Thank you very much for your time.

Youth Shadowing Protocol

Introductions and Breaking the Ice (short informal meeting)

- Introduce yourself
- Explain the purpose of shadowing day:
  We are here because we are working on a final report on the IDEJEN project, and you have participated in the IDEJEN project. We would like to spend the day with you and have you show us as much as possible about your life before IDEJEN and since IDEJEN. We're interested in seeing where you spent your time before IDEJEN, what you did, etc. We would also like to see what your life is like now that you have completed the IDEJEN program. We are most interested in learning specifically how IDEJEN has made a difference in your life, or rather, what changes in your life can be attributed to IDEJEN. Throughout the day, we may take photographs or video of some of the things we may see. We may also want to talk to some of the people in your life. We will probably ask you lots of questions, and we hope that you will feel comfortable to speak freely. Please feel free to ask us any questions at any time about the process.
- Ask youth their expectations of the day. For example, does he or she already have a schedule planned, or will we need to fill the time somewhat?
- Go over ethics protocols (e.g., using name, photos)
- Ask youth if they have any questions

Possible Activities to Suggest to do with Youth

1) Talk about your daily/weekly schedule before IDEJEN. What was your morning/afternoon/nightly/weekly routine? *Take us to* where you spend most of your time. Introduce us to your friends or others that you spent time with. What would you talk about/do? Where/How often did you eat?
2) Show us where you would work before IDEJEN?

3) Find one or more person(s) in the community whose life (lives) most resembles what your life was like before IDEJEN. Can we meet and talk to that/those person(s)?
4) Show us the places where you spend most of your time now. What does your daily routine look like now?
5) Are there any places that have taken on a new meaning for you since IDEJEN? For example, do you go anywhere in the community that you didn't go to before IDEJEN? Is there a place in the community that you think of differently now (e.g., school, work site)?
6) *Give participants a camera:* Take some pictures that represent your life before IDEJEN. Now, take some pictures that represent your life after IDEJEN.
7) Meet family members of youth. (See outline for questions). Take pictures of physical evidence of change that can be attributed to participation in IDEJEN program (e.g., new household items, school for younger siblings, food, and hygiene and sanitation improvements).
8) Using index cards that have one aspect of IDEJEN Model on each card, have youth put different aspects of the IDEJEN model in order of importance. Ask them to describe why they place them in that order and highlight any particular experiences related to each aspect.
9) Try to create time and spaces throughout the day to check in with the youth on the process of it all, to ask clarifying questions, etc.

End of Day Protocol

1) Address any questions on the outline not covered during the day. If necessary, use picture technique or scale of 1–10 technique.
2) Clarify facts: show pictures, share notes with youth, and ask follow-up or clarification questions.
3) Give opportunity for youth to expound on any details you may have missed or to ask questions.
4) Clarify again how information will be used for the final report and possible informational materials for IDEJEN, etc. ***Make sure that you are clarifying that changes are attributable to the program.***
5) Thank the youth for their participation.

Employer Focus Group Protocol

Number of participants: 8–10

Description of Participants: Local entrepreneurs, a mix of employers who had employed IDEJEN youth with employers who did not employ IDEJEN youth during the program, and members of Chambers of Commerce

Purpose: Learn more about the experience of employers working with IDEJEN youth, why certain employers may not have hired IDEJEN youth, and employers' perceptions of IDEJEN youth

- What does your business do?
- What does employment at your business look like?
- What do you look for in employees? Skills? Behaviors? Cost? What is your top priority?
- How easy/difficult is it for you to find employees with those skills?
- What kinds of employees do you generally find yourself hiring? Age? Skill-set? Education?
- What do you know about IDEJEN and IDEJEN programming?
- What has been your experience working with IDEJEN youth? What kinds of jobs/tasks have they performed? What kinds of skills have they used? How have they performed on the work?
- How do IDEJEN youth compare to other employees you have hired?
- If you haven't hired IDEJEN youth, why not?
- What has been your experience working with IDEJEN personnel (e.g., CDCJ manager, CBO manager)?
- What might encourage you to hire more youth? Out-of-school youth?
- What were your perceptions of out-of-school youth before IDEJEN came into your community? And now?
- What has changed in your community since IDEJEN began to work here? What changes might be attributed to IDEJEN's work?

Focus Group Process

1) Facilitator welcomes group (1 min):

   Hello. Thank you so much for coming. We know you have very busy lives, and we really appreciate you giving us some of your time this morning. We are here to research the impact of the IDEJEN program on IDEJEN participants and the community. As part of that process, we are interested in learning from employers in the community who may or may not have had the experience of working with IDEJEN youth. As employers, you are well placed to provide us with your unique perspective on perceptions of out-of-school youth in your community, work opportunities available to youth, and the relationship between the private sector and IDEJEN in your community. During our time together, you will have the opportunity to share your observations and opinions regarding what you seek in employees, IDEJEN youth on the job site, and the IDEJEN program. Please know that the information you provide will help us understand the impact of the IDEJEN project. We will use the information offered during these discussions to supplement

our final report. We will not use your names anywhere, only the information you provide us. If we cite you in the report, we will identify you as "Employer." We may choose to identify the type of employment you provide or your type of business if we deem that relevant to understanding the context of your quote. If you would prefer that we not do this, please let us know before you leave.

We hope that you will feel at ease to speak freely about both positive and negative aspects of the program. The time will likely pass quickly, and we would like to cover everything. Please do not be offended if we have to interrupt you and paraphrase what you are saying. Does anyone have any questions about why you are here, or what we will be talking about today?

Facilitator goes around group to find out basic information about employers—sectors they represent, businesses they own, etc. If necessary, facilitator provides brief description/overview of IDEJEN model components.

2) Discussion Questions

Facilitator works through the following questions, using the prompts underneath each question as necessary. Where indicated, facilitators ask employers to answer for "Before IDEJEN" vs. "After IDEJEN." In some cases, it may be advantageous to ask the "after IDEJEN" questions toward the end of the interview, as opposed to asking before and after at the same time. The facilitator should adapt to the focus group participants' discussion.

1) What sorts of work readiness and career placement services/programming were available for out-of-school youth before IDEJEN? After IDEJEN?

   Prompts: Who provided these services? How accessible were they? How much did providers partner with the private sector, schools, other institutions?

2) What role did out-of-school youth fulfill within the community before IDEJEN? After IDEJEN?

   Prompts: Involved/participating in community activities? What sort? Leading community activities? What sort? Causing trouble? Other?

3) How did employers view out-of-school youth with little to no education vs. in-school/educated youth before IDEJEN? After IDEJEN?

   Prompts: What kinds of skills did they have? Were they more or less willing to hire educated vs. uneducated youth?

4) Would employers hire out-of-school youth? Why or why not?
   Prompts: Skills? Education level? Behavior? Knowing someone?

5) How do employers now view out-of-school youth with little to no education vs. in-school/educated youth? IDEJEN youth vs. other out-of-school youth?

6) What has been your experience employing IDEJEN out-of-school youth?

   Prompts: What kind of work have they done? Skills? Behavior? Job performance?

7) Did you find the IDEJEN program to be valuable for preparing employees for work in the private sector? If yes, what aspects were the most/least valuable and why? If not, why not?

   Prompts: NFBE? TVET? Accompaniment? Appropriateness of training? Skills levels?

8) What changes, if any, have you noticed in your community since IDEJEN began implementing programming in the community?

   Prompts: Change in desire of private sector to hire youth? Changes in perceptions of youth?

9) To what would you attribute these changes?

   Prompts: IDEJEN program? IDEJEN name? Skills received/performed on the job site? Increased employment? Increased interaction with community through CBO activities?

Community Leaders Focus Group Protocol

Formation and Mix of Focus Group:

Number of participants: 8–10 community leaders

Time: 1 ½ hours

Logistics/Materials Required for Focus Group Discussion:

- Pens and notepads

- Flip chart paper and markers
- Digital voice recorder
- Questions
- Drinks
- Venue with chairs and, if possible, tables

Purpose: Determine impact of IDEJEN on community and community's perceptions of out-of-school youth.

Focus Group Process

1) Facilitator welcomes group (1 min):

   We are here to research the impact of the IDEJEN program on IDEJEN participants and the community. As community leaders, you are very well placed to provide a unique perspective of perceptions of out-of-school youth in your community, youth services available, and potentially the impact of various youth-serving programs. During the next hour and a half, you will have the opportunity to share your observations and opinions regarding these subjects and the IDEJEN program. Please know that the information you provide will help us understand the impact of the IDEJEN project. We will use information provided during these discussions to supplement our final report. We will not use your names anywhere, only the information you provide us. You will be identified as "Community Leader" unless you have a specific position that you will allow us to reference. For example, you are a pastor, and you agree to identify any quotations from you as having been said by a pastor. The time will likely pass quickly, and we would like to cover everything. Please do not be offended if we have to interrupt you and paraphrase what you are saying. Does anyone have any questions about why you are here, or what we will be talking about today?

2) Facilitator goes into questions guided by descriptive outline below:

   Community Leaders

   1) Life Before IDEJEN
      a. What sorts of services/programming were available for out-of-school youth before IDEJEN? And who provided them?
         i. Educational?
         ii. Youth development?
         iii. Sports?
         iv. Other?
         v. Provided by government? NGOs? CBOs?

b. What role did out-of-school youth fulfill within the community before IDEJEN?
    i. Involved/participating in community activities? What sort?
    ii. Leading community activities? What sort?
    iii. Causing trouble?
    iv. Other?
c. How did community members view out-of-school youth with little to no education vs. in-school/educated youth?
    i. Positively?
    ii. Negatively?
    iii. What image did people have? Draw/describe.

2) Life After IDEJEN
    a. What sorts of services/programming are now available for out-of-school youth? And who provides them?
        i. Educational?
        ii. Youth development?
        iii. Sports?
        iv. Other?
        v. Provided by government? NGOs? CBOs?
    b. What role do out-of-school youth fulfill within the community now?
        i. Involved/participating in community activities? What sort?
        ii. Leading community activities? What sort?
        iii. Causing trouble?
        iv. Other?
    c. How do community members view out-of-school youth with little to no education vs. in-school/educated youth? What about IDEJEN youth vs. other out-of-school youth?
        i. Positively?
        ii. Negatively?
        iii. What image do people have? Draw/describe.

3) The IDEJEN Model
    a. Did you find the IDEJEN program to be valuable for your community's youth?
        i. If yes, what aspects were the most/least valuable and why?
            1. NFBE?
            2. TVET?
            3. Accompaniment?
        ii. If not, why not?

b. What changes, if any, have you noticed in your community since IDEJEN began implementing programming in the community? And which of these changes can you attribute to IDEJEN?
    i. Change in youth services offered?
    ii. Changes in perceptions of youth?
    iii. To what would you attribute these changes?
        1. IDEJEN program?
        2. IDEJEN name?
        3. Skills received?
        4. Employment?
        5. Increased interaction with community through CBO activities?

Annex 5 CBO Survey and list of respondents

COMMUNITY-BASED ORGANIZATION LEADER SURVEY

Final English Version

Data collector name:

1. **Name:**
2. **Community/Village:**
3. **CBO:**
4. **Role in CBO:**
   - ☐ CBO Manager
   - ☐ Financial Manager
   - ☐ Other. *Please specify:*

5. **Have you registered your CBO as a result of working with IDEJEN?**
   - ☐ Yes
   - ☐ No, I have been registered before IDEJEN
   - ☐ No, but I am planning on registering
   - ☐ No

6. **How frequently did you conduct youth-related activities prior to working with IDEJEN?**
   - ☐ Daily

- ☐ Weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Yearly
- ☐ None

7. **How frequently do you conduct youth-related activities now?**
   - ☐ Daily
   - ☐ Weekly
   - ☐ Monthly
   - ☐ Quarterly
   - ☐ Yearly
   - ☐ None
8. **Did you conduct activities targeting out-of-school youth before IDEJEN?**
   - ☐ Yes
   - ☐ No
   - ☐ Not sure/was not working for this CBO at that time

How useful did you find IDEJEN training that you received? (Please rate each on a scale from 1 to 5 where 1= completely useless and 5= extremely useful)

(*mark 0 if did not participate*)

9. Youth development training (*record rating*)
10. Project management training (*record rating*)
11. Financial management training (*record rating*)
12. Monitoring and evaluation training (*record rating*)
13. Leadership training (*record rating*)
14. Other training. *Please describe and record rating:*

15. **Which aspects of your management system have you improved since you started working with IDEJEN?**
    - ☐ Project management
    - ☐ Financial management
    - ☐ fundraising
    - ☐ Monitoring and evaluation
    - ☐ Communications
    - ☐ Partnership building
    - ☐ Don't know

16. Have you received an accreditation from INFP since you started working with IDEJEN?

- ☐ Yes
- ☐ No, we had been accredited before IDEJEN
- ☐ No, but we are working towards accreditation
- ☐ No

17. Did you begin an income-generating activity with IDEJEN support?

- ☐ Yes
- ☐ No
- ☐ Not sure

18. If yes to Q17, are you currently earning a profit through this income-generating activity?

- ☐ Yes
- ☐ No
- ☐ Not sure

If yes to Q17, how useful did you find the following trainings you received? Please rate each on a scale from 1 to 5 where 1= completely useless and 5= extremely useful)

19. Income-generation training (*record rating*)

20. Sustainability training (offered in November 2009) (*record rating*

21. How many funders have you received funding from since you began working with IDEJEN?

- ☐ Only IDEJEN
- ☐ IDEJEN plus local funder(s)
- ☐ IDEJEN plus international funder(s)
- ☐ IDEJEN plus local AND international funders

22. For the past six months, have you had enough funding, either from income-generating activities or outside funders, to continue activities uninterrupted?

- ☐ Yes
- ☐ No
- ☐ Not sure

23. Would you recommend that other organizations implement the IDEJEN Model?

- ☐ Yes
- ☐ Not sure/No

If no, please explain why not?

24. After IDEJEN, are you planning on continuing to serve out-of-school youth with nonformal education or technical training?

- ☐ Yes – both NFBE and technical training
- ☐ Yes – NFBE only
- ☐ Yes - technical training only
- ☐ No
- ☐ Not sure

25. Would you like to add anything regarding the IDEJEN project?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

CBO Survey List of Respondents

	Name of Organization
1	ACTION 2000
2	ADESC
3	AEVVAS
4	AFC
5	AFED
6	AGOSCADPN
7	AGPM
8	AJDA
9	AJEBJER
10	AJPV
11	AKD
12	APLF
13	AREDE
14	ASED/EMAD
15	ASSEMA
16	ASTROG
17	ATFDN
18	ATFDN
19	AUJECAD
20	AUJECAD/ONASDE
21	CAN
22	CAPL
23	CCIB
24	CCIL
25	CDDA
26	CENFED
27	Centre de St Joseph de Pemele
28	Centre des petites de ste-Therese
29	CF
30	CHASAF

31	CLAC
32	CLEPH
33	COBANALE
34	COCOG
35	COFEBOM
36	COFES
37	College Jn Abdiace
38	CORAM
39	CORECTHO
40	COTEG
41	CRED
42	CTN
43	CUJEF
44	Ecole St Andre
45	Ecole St Martin de Porres
46	Eglise Methodiste Libre
47	Eglise Notre Dame Guadalupe
48	EJCM
49	FAB
50	FAGCOB
51	Fanm Konba
52	FIRD
53	FM
54	FOMAED
55	Fondation Immacelee Conception
56	Fondation Miragoanaise d'Aide aux Enfants demunis
57	Fondation St Dominique Aide a l'enfance
58	FONDEP
59	Foyer Maurice Sixto
60	GCFV
61	GRADA
62	Groupman Fanm Vanyan Kabo
63	IJAAD
64	INTERVET
65	Jeunesse Wesleyenne
66	KODD
67	LEJAM
68	LKDES
69	MDL
70	MOCIREC
71	MODECISEC
72	MOPDA
73	MORENOH
74	ODEM
75	ODESECOC
76	ODFV
77	ODPE
78	OFDG
79	OJECE
80	OJM
81	OJSC

82	OPG
83	OPI
84	OPJED
85	OPPMA
86	OPRONHA
87	ORAC
88	OSMAD
89	OTAGS
90	PCJ-ENAM
91	PCJ-ENAM
92	Petets Freres de St Therese
93	PHENIX
94	PIC
95	PRINCIPE
96	PSEC
97	REJED
98	Save a life
99	SKDK
100	SMSC
101	SOPABO
102	UJDECC
103	UNHADD
104	UPHEC
105	UPRDB

Annex 6 Listing of Previous IDEJEN Reports and Research

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