

**USAID/Brazil Disadvantaged Youth Program  
American Institutes for Research\*  
CA 512-A-03-00-00032-00  
Quarterly Report  
September 30 – December 30, 2003.**

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**Annex A: Daily Activity Summary**

The American Institutes for Research (AIR), together with Comitê para Democratização da Informática (CDI) and Instituto Brasileiro de Administração para o Desenvolvimento (IBRAD), the AIR/DYP team, began implementation of the USAID Brazil Disadvantaged Youth Program (DYP) under USAID CA 512-A-03-00-00032-00 on September 30, 2003.

1. **DYP Program Goal:** To support the United States Agency for International Development (USAID) Mission in Brazil's Strategic Objective No. 10 "Access to Training and Employability Skills and Opportunities Increased for Disadvantaged Youth".

**DYP Program Objectives:** To increase the employability of disadvantaged youth in the 3-city network of Salvador, Recife and Fortaleza through support of USAID Brazil's intermediate results:

IR 10.1 Increased Marketable Skills Training for At-Risk Youth

IR 10.2 Increased Access of At-Risk Youth to Formal Market Employment Opportunities

2. **Progress Summary:**

- AIR renovated an office space in historic Pelourinho in Salvador and established the AIR/DYP office;
- AIR Chief of Party Sandra de Castro Buffington relocated to Salvador, and hired DYP project staff including Alejandro Arber, Finance Manager; Raquel Veiga, Deputy Director; and Mariza Soares, Policy Advisor. In addition, Field Coordinators were contracted in Salvador and Recife, and Steven Honegger of AIR was signed on as Monitoring and Evaluation Advisor.
- Ms. Buffington and AIR Sr. Contract Specialist Mr. Carey Gormes traveled to Brasilia to meet with USAID/Brazil Director Dick Goughnour and CTO Nena Lentini for their guidance on the DYP project launch, submitted subaward agreements for CDI and IBRAD to USAID for review and approval, and participated in meetings arranged by USAID with potential DYP partners including Cooperforte, the Ministry of Labor's Primeiro Emprego program, and ILO Brazil;
- AIR initiated the process of registering AIR in Salvador as "AIR Brasil", a Brazilian non-governmental organization. Ms. Buffington also obtained her CPF (equivalent to a social security number), Carteira de Identidade (special identity card for foreigners), registered her signature with a Brazilian government "Cartorio" office, and signed leases for the DYP office and her new residence;
- In December, the AIR/DYP negotiated a strategic partnership with Instituto UniBanco in Sao Paulo to contribute financial and human resources support to the DYP program in 2004. UniBanco's Danilo Mansur gave a verbal commitment to provide financial support to purchase equipment for the CDI Regional Laboratories,

Did this happen?  
what has been signed  
or granted?

What are the  
criteria?

contribute to the Small Grants Program, and provide Unibanco staff mentors to youth. As agreed in the December 18 teleconference, the DYP will submit a written proposal to UniBanco on January 15. UniBanco will visit DYP headquarters in Salvador the last week in January 2004;

- The AIR/DYP defined selection criteria for participating youth and employment criteria for youth, and established targets for youth participants in Year 1 of the program;
- The AIR/DYP selected twenty community training centers (EICs), ten in Recife and ten in Salvador to participate in the DYP program;
- AIR conducted a 5-day Monitoring and Evaluation Workshop for 8 members of the AIR/DYP team, finalized the DYP monitoring and evaluation strategy, and developed an action plan for baseline data collection;
- AIR produced the Year 1 Annual Workplan and received approval from USAID/Brazil to begin implementation. The DYP team defined training strategies to prepare disadvantaged youth to enter the workforce, and developed plans for the Factory of Software and Talent, an innovative labor market insertion strategy for Recife;  
↳ what is the strategy? Did it work?
- AIR developed Letters of Authorization to advance operating funds to subawardees CDI and IBRAD prior to finalizing their subcontracts;
- AIR and USAID Brazil traveled to Rio de Janeiro to hold a DYP Partner's Meeting at CDI headquarters in Rio de Janeiro and a meeting on the Digital Exclusion Map produced by CDI, Getulio Vargas Foundation, USAID, and Sun Microsystems;
- The AIR/DYP conducted site visits to Recife to CDI-Pernambuco's Regional Office and EICs, Programa Para o Futuro, and Universidade Federal de Pernambuco. The AIR/DYP also conducted site visits to CDI-Bahia's Regional Office and EICs in Salvador;
- AIR coordinated with other USAID funded initiatives including meeting with Stuart Beechler of POMMAR to coordinate with the previous USAID youth program currently in its final year of implementation; participating in the UNESCO/USAID Brazil-Mozambique Youth Exchange program in Salvador; meeting in Salvador with USAID/Brazil, USAID/Guatemala, Creative Associates, and Guatemalan NGOs on gang prevention and labor market insertion strategies for disadvantaged youth; and participating in the CRIA debate on youth employment in Salvador;
- AIR also met with potential strategic partners including the new Margarete Menezes Foundation in Salvador to explore possibilities for collaboration and to conduct a site visit to the Ribeira community; participated in the Primeiro Emprego Consorcio de Juventude (Youth Consortium) meeting Salvador; and conducted a meeting with SENAI in Salvador.

### 3. DESCRIPTION OF ACTIVITIES

#### 3.1 USAID/Brasilia

On October 23, Ms. Buffington and AIR Senior Contract Specialist Carey Gormes met with Mission Director Richard Goughnour and CTO Nena Lentini. Mr. Goughnour congratulated AIR for winning the DYP and encouraged us to be creative in our approach to implementing the program. He gave us room to move outside of ICT to find work for disadvantaged youth in both the formal job market and to create new employment opportunities through small micro enterprise.

Mr. Goughnour advised us of changes in the Foreign Assistance Act that require USAID to pay taxes on any purchase by contractors over \$500.00. DYP will need to keep records of taxes and customs fees and provide the mission with an estimate of what we'll spend on taxes. He also told us there has been a bilateral agreement since 1992 that is not being implemented.

Ms. Buffington raised the issue of AIR registration in Brazil. Mr. Goughnour said that other USAID contractors establishing offices in Brazil have had to go through the same registration process. This, he concluded, is the cost of doing business in Brazil.

AIR met with CTO Nena Lentini to discuss sub agreements with CDI and IBRAD, budget revisions, quarterly report formats and calendar, AIR program strategies, reaching global markets, and strategic partnerships. Ms. Lentini encouraged us to develop strategic partnerships with the private sector, Brazilian government Princiuro Emprego program, and NGOs. She informed us she has hired a new staff member Gabriela Goulart to assist her with the DYP program management.

#### 3.2. Cooperforte

Ms. Lentini arranged a DYP meeting with Cooperforte in Brasilia, a consortium of public banks in Brazil implementing the Passaporte Para O Futuro program aimed at providing youth with IT training and labor market insertion in Brasilia. Ms. Lentini, Ms. Buffington, and Mr. Gormes met with Cooperforte President Jose Valdir Ribeiro and Cooperforte Institute Director Jose Rogaciaro do Santos to explore possibilities for collaboration. Cooperforte expressed interest in partnering with AIR to expand their program to the northeast of Brazil and indicated they have funds to contribute to the program. A follow on meeting was scheduled to take place in Salvador in December or early January.

#### 3.3 International Labor Organization (ILO)

Ms. Lentini arranged a meeting for us with Dr. Armand Pereira, Director of the ILO office in Brasilia. Ms. Lentini and Ms. Buffington presented an overview of the DYP and Dr. Pereira responded enthusiastically to exploring possibilities for collaboration once the DYP was established. He provided an overview of the ILO Brazil portfolio and numerous ILO publications. Ms. Buffington received an invitation to a future meeting with the director of ILO Brazil's skill certification program funded by the Fundo de Apoio ao Trabalhador, known as the FAT Fund.

### 3.4. Ministry of Labor "Primeiro Emprego" Program

On October 24, the AIR/DYP met with the Ministry of Labor's First Employment ("Primeiro Emprego) Program, signed into law 2 days prior to our meeting. The program provides incentives and rewards for businesses that employ youth interns, and legally requires businesses to employ 5 to 15 percent of employees as youth interns. The new program is not well known and is not widely implemented. The AIR/DYP will collaborate with Primeiro Emprego to encourage businesses to implement the program, creating internship and formal job market opportunities for DYP trained youth.

AIR was invited to participate in a Primeiro Emprego Youth Consortium meeting in Salvador in November with participants from civil society, state and federal government, and youth.

On December 17, A meeting on "A Brazilian Strategy for Youth and the First Employment Program as a Policy of Social Inclusion and Generation of Decent Work Opportunities" was held in Brasilia by the Department of the Environment and Sustainable Social Development and Civil Society team of the World Bank in Brazil, in cooperation with the Secretariat of Public Policy and Employment of the Ministry of Labor, and the ILO, USAID, and the Consortium of Youth in Brasilia. Ms. Nena Lentini and Ms. Mariza Soares represented the DYP at the meeting.

The objective of the meeting was to spark debate on the First Employment Program and the experience of the Youth Consortium implemented as a pilot program in the Federal District. USAID representative Nena Lentini discussed the participation of USAID as a partner in the First Employment Program through the DYP in the Northeast of Brazil over the next four years.

### 3.5. DYP Partners' Meeting

On October 24, AIR held its first Partner's Meeting in Brasilia with CDI and IBRAD to launch the partnership, discuss strategies and implementation, and plan the first month of activities. AIR and USAID made plans to meet with CDI in Rio de Janeiro on Nov 4 to discuss their role in the DYP. AIR arranged to lead a follow-on Partner's Work plan meeting in Rio to draft the First Annual DYP Work plan.

### 3.6. Immigration Office

On October 23, Ms. Buffington visited the Brazilian Federal Immigration Office to obtain a special Identity Card and Work Permit for Foreigners. The Identity Card and Work Permit for Foreigners were provided within three days. Ms. Buffington also visited Itamaraty Palace to meet with Mr. Reyes, the Chief of Imports and Exports, regarding importation of her household goods. The shipment of household goods was still in the US since the transport company refused to dispatch the shipment until they received 30 pages of legal documentation from Ms. Buffington. Mr. Reyes called the transport company to tell them that it was illegal for them to hold up the shipment and insisted they dispatch the household goods. In the 25-day interim from dispatch to arrival in port, Ms. Buffington would provide the transporters with the 30 pages of required documentation, including the Identity Card and Work Permit.

What was accomplished?

### 3.7 USAID/AIR/CDI Planning Meeting, Digital Exclusion Map Meeting, and DYP Workplan Meeting in Rio de Janeiro

On November 4, a USAID/AIR/CDI planning meeting was held at CDI headquarters in Rio de Janeiro to establish mechanisms for communication and decision-making between AIR and CDI, clarify the objectives of the DYP program with emphasis on employability and labor market insertion of youth, and define roles and responsibilities of DYP staff. Meeting participants included CTO Nena Lentini, COP Sandra de Castro Buffington, CDI Executive Director Rodrigo Baggio, DYP Deputy Director Raquel Veiga (formerly CDI Network Coordinator), and CDI staff Gustavo Philadespho and Angela Fatoreli.

Ms. Lentini presented an overview of the DYP program and emphasized that the objective of the program was employability and labor market insertion of youth, not just IT training. She indicated that the original DYP proposal was too focused on IT training and requested greater emphasis on employability in the first annual work plan.

A discussion on DYP decision making followed. USAID and AIR advised the team that Deputy Director Raquel Veiga would need to have autonomy to make day-to-day DYP program decisions on behalf of CDI. Mr. Baggio was concerned that strategic decisions would be made by Ms. Veiga without his knowledge and stated only he could make decisions on behalf of CDI. Ms. Lentini reiterated that Ms. Veiga would need to have day-to-day decision-making autonomy to fulfill her role as Deputy Director. Mr. Baggio agreed to send to COP Ms. Buffington a written list of decisions that should be routinely submitted by Ms. Veiga to him for his approval.

A meeting was held on the Digital Exclusion Map produced by CDI, Getulio Vargas Foundation, USAID, and Sun Microsystems. Participants included Marcelo Neri of Getulio Vargas Foundation, Rubeni Monteiro of Sun Microsystems, Nena Lentini, Sandra de Castro Buffington, Rodrigo Baggio, Raquel Veiga and Angela Fatoreli. The purpose of the meeting was to explore the possibility of the DYP supporting the development of an updated version of the Map.

The Foundation presented an evaluation of the original Map was presented. Map limitations included:

- Lack of consistent data upon which to base a secondary study of the Map;
- Lack of sufficient time to analyze the available data;
- Lack of financial resources to support the updated Map.

Mr. Neri requested DYP funds to support the proposed updated Map, and agreed to prepare a proposal to submit to the DYP.

On November 5, AIR, CDI, and IBRAD met to develop the first DYP annual workplan and review the monitoring and evaluation plan developed by Steve Honegger. The DYP team based its work on the objectives presented by Ms. Lentini on November 4, and shifted the emphasis of the first year's activities to employability and labor market insertion. The team developed strategies, a timeline of activities, and the roles and responsibilities of each team member.

### 3.8 Strategic Partnerships with the Private Sector and Non-Governmental Agencies



### 3.8.1 UniBanco Partnership

On December 18, Ms. Buffington participated in a telephone conference with Danilo Mansur of Instituto UniBanco and Rodrigo Baggio of CDI/Rio to explore possibilities for collaboration. In the past, UniBanco provided support to CDI in Parana State to strengthen its training capacity in information communication technology. Now, UniBanco prefers to collaborate with the USAID DYP.

Ms. Buffington provided an overview of the DYP program, and Mr. Mansur responded with enthusiasm in collaborating to support the program. He agreed to provide financial support for the DYP to purchase the equipment listed later in this report so that the DYP could avoid the Value Added Tax imposed on USAID funded equipment purchases. Mr. Mansur will explore the possibility of contributing to the Small Grants Program and/or training and mentoring of youth.

*Was this accomplished?*

In addition to financial resources, UniBanco will explore the possibility of involving its staff as mentors to participating youth. UniBanco will also explore the possibility of absorbing youth as interns or employees in its agencies or offices.

The DYP will submit a written proposal to Instituto UniBanco on January 15, and will meet with UniBanco senior staff at DYP headquarters in Salvador at the end of January. ▽

### 3.8.2 Bank of Brazil Partnership

On November 21, Ms. Buffington and Ms. Veiga conducted a site visit to the Programa Para o Futuro at the Bank of Brazil in Recife. As USAID knows, CDI/Pernambuco has had a strategic partnership with the Bank of Brazil since 2002. Initially, an EIC was formed in the Bank of Brazil and was staffed by Bank employees. This partnership was broadened and enhanced by USAID's Programa Para o Futuro in 2003 including the donation of state-of-the-art computers by IBM. The DYP will build on lessons learned in the Programa Para o Futuro to leverage the strategic partnership with the Bank of Brazil.

The DYP will seek to broaden the participation of the Bank to focus on our program objective of employability, by linking the DYP to other existing Bank programs such as the internship program of the Bank, the volunteer program of e-mentoring, and participation of the Bank of Brazil Foundation. We will also seek to expand our partnership with the Bank of Brazil to all of the cities of DYP activities.

Lessons learned by CDI Pernambuco in the Programa Para o Futuro have informed the DYP strategy and workplan. They are as follows:

- Take time during the selection process to go beyond evaluating "need" for employment in order to determine the actual professional interest of the youth applicant;
- Take into consideration the level of schooling of youth and offer activities that are compatible with their level of knowledge;
- Take into consideration the hours that youth have available to participate in program activities;

- Youth must be aware that finding employment is his/her responsibility and not only the responsibility of the program; the program should build job seeking skills;
- Better plan the length of training, since 8 months is too short for professional training in IT;
- Seek to establish credibility in order to obtain certification of the program;
- Partnerships for insertion in the labor market should be established in the beginning of the program;
- Do not restrict labor market insertion to the information technology field;
- Establish different levels of training, and avoid having the courses end at the same time in order to avoid "flooding" the market with qualified candidates;
- Use a wide variety of activities to ensure understanding of and insertion in income-generating employment (activities such as e-mentoring, consultancies, presentations by role models, visits to businesses and cooperatives).

The DYP will continue to use the space donated by the Bank of Brazil. However, several limitations will be evaluated to determine the best use of the space, such as the restricted hours of use and restrictions on equipment and personnel authorized to enter the building. One possibility suggested by CDI Pernambuco is to move computer-training activities to the CDI Training Center on the Federal University of Pernambuco campus and utilize the Bank of Brazil space as a simulated work environment for youth trainees.

### **3.8.3 SENAI: Association of Services for National Industry**

On December 18, Ms. Buffington, Mr. Arber, and Ms. Veiga met with Jose Augusto Rios Bastos, SENAI Coordinator of Development, and Ana Valeria Scavuzzi, SENAI Coordinator of Social Responsibility at SENAI in Salvador. SENAI is the Servico Nacional of Industria, a training association that serves private industry by training individuals for insertion in the local labor market.

In Salvador, SENAI provides training of young adults and adults alike for apprenticeships, internships, and jobs in formal job market. Training is long-term, includes both basic education and technical training, and generally lasts up to 3 years. The selection process for SENAI training openings is rigorous, and often eliminates public school students who are ill prepared for the exams in mathematics and Portuguese.

Mr. Augusto and Ms. Ana Valeria invited the DYP to send qualified youth applicants to the SENAI program, which currently has 150 openings. The DYP will provide information to DYP youth participants on SENAI training, and if qualified, will assist youth in making application to the SENAI program.

### **3.8.4 Margarete Menezes Foundation**

On November 20, Ms. Buffington met with popular recording artist Margarete Menezes and former government director of cultural history of Bahia Vera Lyra to explore possibilities for collaboration. Ms. Menezes, with assistance from Ms. Lyra, has recently formed a foundation to support youth development in the community of Ribeira. Ms. Menezes plans to renovate a government donated abandoned factory building in Ribeira to house a Factory of Talents aimed

at supporting youth of African descent. The Factory of Talents will provide training in traditional arts and crafts of Bahia as well as training in information communication technology. Ms. Menezes requested DYP assistance in developing IT training and labor market insertion for Riberia youth.

Ms. Buffington proposed several options for collaboration including referring Ribeira youth to participating EICs for IT training, submitting a proposal to the Small Grants Program, or developing a new EIC in the Factory of Talents in Year 2 of the DYP. Follow on meetings were scheduled.

### **3.9 Criteria for Selection of Disadvantaged Youth and Youth Selection Process**

The criteria to be used for selection of participating youth within the DYP/CDI network will match the selection criteria of the Federal Government of Brazil to characterize at-risk youth who can participate in government programs.

- Youth from 14-21 years of age;
- Enrolled in school and attending regularly;
- Family members with per capita monthly income of one-half of the minimum salary;
- Those who have not had prior employment;
- Priority given to older youth.

Within this target group, the DYP will aim to include at least:

- 5% of youth with physical disabilities;
- 5% of youth in social programs for infractions of the law
- Race and gender equity

The youth selection process will be conducted by the EICs as follows:

- Generate publicity about the Disadvantaged Youth Program, and the selection criteria and process, in the EICs and local public schools;
- Candidates will complete and submit an application form to a local EIC;
- EICs will select qualified candidates based on selection criteria;
- Qualified candidates will participate in a group exercise to evaluate maturity level, professional interest, and commitment to participating in the program;
- Interviews will be conducted with leading candidates;
- Selection of finalists will be made;
- Results will be made public.

### **3.10 Employment Criteria for Youth**

The DYP will use the basic concepts of labor market insertion developed by the Federal Government of Brazil:

- **Formal employment:** private institutions, contract youth with their rights assured in accordance with the CLT – Consolidation of Labor Laws.
- **Self-employment:** youth can provide services as autonomous workers, as long as s/he is registered with the INSS – National Institute of Social Security.
- **Associativism:** youth can form associations or cooperatives.

In addition, the DYP will include in its definition of forms of labor market insertion, the following:

- **Internship:** According to Brazilian Law Number 6,494/77, for students of mid or superior level, through partnerships with organizations that provide internship opportunities;
- **Apprenticeship:** According to Brazilian Law Number 10,097/2000, for adolescents from age 14-18 through partnerships with institutions authorized to provide apprenticeship opportunities.

### 3.11 Youth Participant Targets for Year One

In spite of the large number of youth participating in the CDI network, the DYP will narrow its target audience in Year 1 in order to meet the employability objectives of the program. The target population proposed for Year 1 of the program and approved by USAID Brazil is 1,000 disadvantaged youth. All 1,000 youth will participate in the Basic course and an estimated 400 youth will participate in the Intermediate course in Year 1. An estimate of 100 youth will participate in the advanced course in early part of Year 2.

### 3.12 Monitoring and Evaluation Workshop: DYP Indicators—Data Elements and Data Collection

During the week of December 8, AIR held a Monitoring and Evaluation Workshop led by DYP Monitoring and Evaluation Advisor Steven Honegger for 8 members of the DYP team to discuss data elements and data collection necessary to generate the series of indicators specified in the DYP evaluation plan. During this meeting we successfully accomplished several objectives. We reviewed and revised the indicators based on our discussions, which included data that will be collected through a pilot data collection process established by CDI-Pernambuco (CDI-PE) to evaluate effectiveness of EICs. CDI-PE received assistance from the USAID-funded POMMAR project to develop the pilot data collection process and pilot tested in 4 EICs in Recife in 2003. The DYP conducted a critical review of the CDI-PE data collection instruments and process, and found the following it to be sound in spite of the fact that we believe too much data is being collected and the instrument is more time consuming than necessary to complete. However, since CDI has a system in place for implementing the pilot tested data collection instrument, the DYP decided to build upon the existing system. We compared this CDI-PE data with the data needed to construct the DYP indicators, identifying those data items that would need to be developed and inserted into the CDI-PE pilot collection process. We also discussed fully implementing this data collection process in the Pernambuco and Bahia EICs selected for the DYP project. We discussed quality control and other internal monitors outside of the indicators that can be used to help ensure that students complete the courses that they begin. Finally, we identified next steps in filling in the missing pieces and establishing the data collection processes for Pernambuco and Bahia with timelines and identification of persons responsible for each task. The staff at this

meeting agreed to meet again on January 29, 2004 to discuss the progress of task completion and to finalize the necessary steps to completely establish the data collection process prior to the initial DYP course offering.

This summary presents the revised set of indicators with the corresponding CDI-PE data collection items and identifies the major discussions and changes of the indicators. Where the data do not currently exist, a brief description of the task to create the data elements to be incorporated is presented.

### 3.12.1 Revised Indicators for the Disadvantaged Youth Program

Performance Indicators	Indicator Definition and Unit of Measurement	CDI Data Collection Items
<b>Indicators of disadvantaged youth training and mentoring</b>		
1. Increased disadvantaged youth participation in the Basic, Intermediate and Advanced Training programs	<p>Definition: This indicator measures the degree that marketing information about the program reaches potential participants and the degree to which there is participant demand for the program. The indicator is based on the number of participants in the beginning, intermediate, and advanced DYP training programs in the current year as a percent of the number of participants for each program in the prior year.</p> <p>Unit of measure: student</p> <p>Baseline established in the initial year with subsequent annual increase targets of 10 percent.</p>	<p>CDI collects personal data from students to track them through all aspects of the DYP program. These data are the markers that tie all of the student data together. CDI also collects course participation data at the beginning and end of the course period.</p>
2. Increased disadvantaged youth participation in the Intermediate and Advanced Training program	<p>Definition: This set of indicators measures the degree of satisfaction that program participants have of the program. This indicator is based on percent of training participants who advance to the intermediate program from the beginning program and the percent of participants who advance to the advanced program from the intermediate program.</p> <p>Unit of measure: student</p> <p>Baseline established in the initial year with subsequent annual increase targets of 10 percent.</p>	<p>CDI collects personal data from students and assigns each student a code number to track them through all aspects of the DYP program. These data are the markers that tie all of the student data together. CDI also collects course participation data at the beginning and end of the course period. Therefore, individual students can be tracked to different course levels as they complete and advance to higher levels.</p>
3. Percent of students who increased their knowledge and skills after Basic Training	<p>Definition: The numbers of students in target programs who can operate systems, develop word processing, use the Internet (e-mail, browsing, searching) as well as use presentation software, as a proportion of the total number of students in target classrooms.</p> <p>Unit: student</p> <p>Baseline established in initial year. Subsequent annual targets are 10 percent increase in the number of students successfully completing each respective level of coursework from the preceding year.</p>	<p>CDI collects behavioral evaluation criteria that teachers use to evaluate each student. These are items II- 1 through 10 from the CDI-PE outline of data collected. CDI also collects technical evaluation criteria for teacher evaluations of students. These are items III through VII (CDI-PE data collection outline).</p>

Performance Indicators	Indicator Definition and Unit of Measurement	CDI Data Collection Items
4. Percent of students who increased their knowledge and skills after Intermediate Training	<p>Definition: The number of students in target programs who can deal with spreadsheet software, and develop network planning and building, develop Web pages, design and manage data bases, focus entrepreneurship as a proportion of the total number of students in target classrooms.</p> <p>Unit: student</p> <p>Baseline established in initial year. Subsequent annual targets are 10 percent increase in the number of students successfully completing each respective level of coursework from the preceding year.</p>	CDI collects behavioral evaluation criteria that teachers use to evaluate each student. (11-1 through 10 from the CDI-PE data collection outline) Technical evaluation criteria will be developed by CDI-Rio, which will incorporate these criteria into the data collection instrument.
5. Percent of students who increased their knowledge and skills after Advanced Training on software development	<p>Definition: The number of students in target programs who can perform software development in Java (Internet/intranet data base systems) as well as digital audio and video production, as proportion of total number of students in target classrooms.</p> <p>Unit: student</p> <p>Baseline established in initial year. Subsequent annual targets are 10 percent increase in the number of students successfully completing each respective level of coursework from the preceding year.</p>	CDI collects behavioral evaluation criteria that teachers use to evaluate each student. (11-1 through 10 from the CDI-PE data collection outline) Technical evaluation criteria will be developed by CDI-Rio, which will incorporate these criteria into the data collection instrument.
6. Percent of students who increased their knowledge and skills after Market Analysis I Training	<p>Definition: The number of students in target programs who can conduct secondary and primary research on the local labor market. For those students enrolled in this program, a hands-on test will be given at the end of the training.</p> <p>Unit: student</p> <p>Since this training may only exist in the initial year, baseline data will be collected but no growth targets will be established initially.</p>	CDI will develop these evaluation criteria after consultation or in cooperation with Antonio Napole. CDI will incorporate these criteria into the data collection instrument.
7. Percent of students who increased their knowledge and skills after Market Analysis II Training	<p>Definition: The number of students in target programs who can identify barriers and solutions using analytical skills and market research. For those students enrolled in this program, a hands-on test will be given at the end of the training.</p> <p>Unit: student</p> <p>Since this training may only exist in the initial year, baseline data will be collected but no growth targets will be established initially.</p>	CDI will develop these evaluation criteria after consultation or in cooperation with Antonio Napole. CDI will incorporate these criteria into the data collection instrument.
Performance Indicators	Indicator Definition and Unit of Measurement	CDI Data Collection Items
Mentoring Indicators		
8. Percent of DYP participants receiving professional e-mentoring	<p>Definition: The percent of DYP participants who also received professional e-mentoring through on-line mentoring services.</p> <p>Unit of measure: student</p>	AIR will develop a collection form/list of questions for CDI. CDI will incorporate these data into the data collection instrument. The CDI regional offices will collect this data.
9. Percent of DYP participants receiving professional face-to-face mentoring	<p>Definition: The percent of DYP participants who also received professional face-to-face mentoring services.</p> <p>Unit of measure: student</p>	AIR will develop a collection form/list of questions for CDI. CDI will incorporate these data into the data collection instrument. The CDI regional offices will collect this data.
Outcome Indicators		

Performance Indicators	Indicator Definition and Unit of Measurement	CDI Data Collection Items
10. Increase the percent of disadvantaged youth with program training entering paid internship positions	<p>Definition: The percent of DYP students entering paid internship positions as a percent of DYP students entering paid internship positions in the prior year.</p> <p>Unit of measure: student</p> <p>Baseline established in initial year. Subsequent annual targets are 10 percent increase from the preceding year.</p>	CDI collects this data as items XII 2 and 7 from the CDI-PE outline of data collected.
11. Increase the percent of disadvantaged youth with program training entering paid apprenticeship positions	<p>Definition: The percent of DYP students entering paid apprenticeship positions as a percent of DYP students entering paid apprenticeship positions in the prior year.</p> <p>Unit of measure: student</p> <p>Baseline established in initial year. Subsequent annual targets are 10 percent increase from the preceding year.</p>	CDI collects this data as items XII 2 and 7 from the CDI-PE outline of data collected.
12. Increase the percent of disadvantaged youth with program training entering the formal job market	<p>Definition: The percent of DYP students entering the job market as a percent of DYP students entering the job market in the prior year.</p> <p>Unit of measure: student</p> <p>Baseline established in initial year. Subsequent annual targets are 10 percent increase from the preceding year.</p>	CDI collects this data as items XII 2 and 7 from the CDI-PE outline of data collected.
13. Increase the percent of disadvantaged youth with program training who start small business enterprises	<p>Definition: The percent of DYP students starting small businesses as a percent of DYP students starting small businesses in the prior year.</p> <p>Unit of measure: student</p> <p>Baseline established in initial year. Subsequent annual targets are 10 percent increase from the preceding year.</p>	CDI collects this data as items XII 2 and 7 from the CDI-PE outline of data collected.
14. Increase the percent of disadvantaged youth with program training who form business associations or cooperatives	<p>Definition: The percent of DYP students forming business associations or cooperatives as a percent DYP students forming business associations or cooperatives in the prior year.</p> <p>Unit of measure: student</p> <p>Baseline established in initial year. Subsequent annual targets are 10 percent increase from the preceding year.</p>	CDI collects this data as items XII 2 and 7 from the CDI-PE outline of data collected.
15. Increase the percent of disadvantaged youth with program training who have experienced an increase in salary	<p>Definition: The percent of DYP students who have experienced an increase in salary as a result of completing DYP and the average increase in income of all participants.</p> <p>Unit of measure: Real\$</p> <p>Baseline established in initial year. Subsequent annual targets for the number of DYP students experiencing an increase in salary are 10 percent from the preceding year. Average increase in Real\$ has no target growth.</p>	CDI collects this data as items XII 2 and 7 from the CDI-PE outline of data collected. CDI will also collect this data as part of their future impact data collection. This will be data collected from the DYP student through a questionnaire or other means that will occur 6 months after completion of the DYP program.

Performance Indicators	Indicator Definition and Unit of Measurement	CDI Data Collection Items
<b>Private Enterprise and NGO Involvement</b>		
16. Number of private enterprises and NGOs providing technical support	<p>Definition: The total number of private enterprises and NGOs providing technical support as a percent of the total of private enterprises and NGOs providing technical support in the prior year.</p> <p>Unit of measure: number of businesses and NGOs</p> <p>Targeted growth is 5 percent on an annual basis.</p>	AiR will create a form or list of questions, which CDI will add to the data collection instrument. CDI will collect this from NGOs and private enterprises in the three-community area. CDI will provide a list of possible technical support items for a checklist to be used in developing the support service set of questions. <sup>1</sup>
17. Number of DYP participants benefiting from technical support from private enterprises or NGOs	<p>Definition: The total number of DYP participants benefiting from technical support from each private enterprise or NGO as a percent of the total number of DYP participants benefiting from technical support from each private enterprise or NGO in the prior year.</p> <p>Unit of measure: number of DYP participants</p> <p>Targeted growth is 5 percent on an annual basis.</p>	AiR will create a form or list of questions, which CDI will add to the data collection instrument. CDI will collect this from NGOs and private enterprises in the three-community area. CDI will provide a list of possible technical support items for a checklist to be used in developing the support service set of questions.
18. Number of private enterprises and NGOs providing financial support	<p>Definition: The total number of private enterprises and NGOs providing financial support as a percent of the total of private enterprises and NGOs providing financial support in the prior year.</p> <p>Unit of measure: number of businesses and NGOs</p> <p>Targeted growth is 5 percent on an annual basis.</p>	AiR will create a form or list of questions, which CDI will add to the data collection instrument. CDI will collect this from NGOs and private enterprises in the three-community area. CDI will provide a list of possible technical support items for a checklist to be used in developing the support service set of questions.

<sup>1</sup> This form will include but not be limited to the following items:  
name and location of the company  
training center which it supports  
type of technical support provided (CDI provided checklist and codes)  
amount of financial support in Reals  
duration of the technical and financial support  
number of students who benefit from the technical support (including student names or identifiers to cross-match with the data collected on DYP students)  
number of students who benefit from the financial support  
information about the company including: type, size (employees, net revenues), company mission and purpose



Performance Indicators	Indicator Definition and Unit of Measurement	CDI Data Collection Items
19. Amount of financial support provided by private enterprises and NGOs	<p>Definition: The total amount of financial support in Real\$ provided by private enterprises and NGOs as a percent of the total amount of financial support in Real\$ provided by private enterprises and NGOs in the prior year.</p> <p>Unit of measure: number of businesses and NGOs</p> <p>Targeted growth is 5 percent on an annual basis.</p>	AIR will create a form or list of questions, which CDI will add to the data collection instrument. CDI will collect this from NGOs and private enterprises in the three community area. CDI will provide a list of possible technical support items for a checklist to be used in developing the support services set of questions.
20. Number of private enterprises and NGOs providing paid internship positions for successful DYP completers.	<p>Definition: The total number of private enterprises and NGOs providing paid internship positions for successful DYP completers as a percent of the total of private enterprises and NGOs providing paid internship positions for successful DYP completers in the prior year.</p> <p>Unit of measure: number of businesses and NGOs</p> <p>Targeted growth is 5 percent on an annual basis.</p>	AIR will create a form or list of questions, which CDI will add to the data collection instrument. CDI will collect this from NGOs and private enterprises in the three-community area.
21. Number of private enterprises and NGOs providing paid apprenticeship positions for successful DYP completers.	<p>Definition: The total number of private enterprises and NGOs providing paid apprenticeship positions for successful DYP completers as a percent of the total of private enterprises and NGOs providing paid apprenticeship positions for successful DYP completers in the prior year.</p> <p>Unit of measure: number of businesses and NGOs</p> <p>Targeted growth is 5 percent on an annual basis.</p>	AIR will create a form or list of questions, which CDI will add to the data collection instrument. CDI will collect this from NGOs and private enterprises in the three-community area.
22. Number of private enterprises and NGOs providing volunteer mentors	<p>Definition: The total number of private enterprises and NGOs providing volunteer mentors as a percent of the total of private enterprises and NGOs providing volunteer mentors in the prior year.</p> <p>Unit of measure: number of businesses and NGOs</p> <p>Targeted growth is 5 percent on an annual basis.</p>	AIR will create a form or list of questions, which CDI will add to the data collection instrument. CDI will collect this from NGOs and private enterprises in the three-community area.
23. Number of private enterprises and NGOs providing job opportunities for successful DYP completers	<p>Definition: The total number of private enterprises and NGOs providing job opportunities for successful DYP completers as a percent of the total of private enterprises and NGOs providing job opportunities for successful DYP completers in the prior year.</p> <p>Unit of measure: number of businesses and NGOs</p> <p>Targeted growth is 5 percent on an annual basis.</p>	AIR will create a form or list of questions, which CDI will add to the data collection instrument. CDI will collect this from NGOs and private enterprises in the three-community area.
24. DYP participant perceptions of the effectiveness of the DYP program	<p>Definitions: The perception of how the DYP participant felt the program has helped with a variety of areas</p>	CDI collects this data as items 15 and 7 from the CDI-PE outline of data collected. CDI also has a questionnaire for students to evaluate teachers that will be included in the data collection instrument. Additionally, CDI will enhance the data survey questions for student perception of the program and how it helped them in a variety of areas.

Performance Indicators	Indicator Definition and Unit of Measurement	CDI Data Collection Items
25. Effectiveness of DYP teachers	Definition: The percent of teachers who receive a satisfactory rating by DYP coordinators. This rating is based on a multipart questionnaire developed by CDI evaluating technical, behavioral and other related dimensions of teacher effectiveness. Each rating has a four-part scale from poor to excellent with a satisfactory rating based on the scale level good or above.	CDI collects this data and will add it to their data collection instrument.

### 3.12.2 Discussion and Changes to the Indicators

#### Number of Disadvantaged Youth

The number of disadvantaged youth ages 14 to 21 and the percent of disadvantaged youth ages 14 to 21 to the total number of youth in the three-city area will be collected by CDI and will only be used as background information for internal and USAID reporting. The number of disadvantaged youth is not a figure presented by the Brazilian Census Bureau (IBGE). However, a series of indices have been developed by other Brazilian entities to derive this breakout using a series of indices based on: youth out of school, youth who are in school but not in the course level that they should be based on their age, and an unemployment index. DYP/CDI/IBRAD will examine how other entities in Brazil use these indices and will determine how best to use these indices to construct this disadvantaged youth count for the three-city area.

DYP indicators pertaining to DYP participants that previously used this data element have been modified to be the percent of the current year data element compared to the prior year data element. Because of this change, indicators one and three of the initial program plan have been combined.

#### DYP Participant Perceptions of the Effectiveness of the DYP Program

The indicator measuring DYP participant perceptions of the effectiveness of the DYP program will be based on an already-constructed CDI-PE student survey that is a component of the larger CDI-PE pilot evaluation of the EICs. The AIR, CDI team discussed components that were necessary to include in the survey and CDI agreed to review this information and make recommendations to modify the existing student survey to accommodate these components.

The survey for the pilot is intended to be administered at the beginning and end of each course. CDI expects to administer the same survey six months after completion of the course as well. These timelines also correspond to those necessary for the DYP evaluation. In the course of discussion with CDI, it was proposed that it would be beneficial to also administer the survey to DYP participants half way through the course (after three months) in order to help identify circumstances that may have caused students not to complete the course. This is not an indicator per se, but can be used to evaluate aspects of the curriculum and make changes to help ensure that students complete the course.

### **Indicators for Analysis I and Analysis II Training**

Since the Analysis I and II Training may only be available in the first year due to funding limitations, no initial baseline growth will be established for indicators related to these training programs. However, data on participation and successful completion of the programs will be collected for the first year in the event that the programs do continue in subsequent years. If that occurs, the baseline for the related indicators will be established. As part of the analysis of indicators, students participating in these training programs in the first year will be tracked to see if they are inserted into the labor market through one of the possible areas identified in the DYP indicators.

### **Indicators for Professional Mentoring**

The indicator measuring the percent of DYP participants receiving professional mentoring will be divided into two indicators: One measuring the percent of students receiving e-mentoring through on-line mentoring services and the second measuring the more traditional face-to-face mentoring.

### **Indicators for Private Enterprise and NGO Involvement in the DYP Program**

Indicators measuring private enterprise and NGO involvement have been divided into two sets of parallel indicators: one set measuring the number of private enterprises and NGOs providing the indicated services and opportunities, and one set measuring the number of DYP students benefiting from these services and opportunities. Indicators measuring the degree of private enterprise and NGO financial support have been reworded to parallel the related indicators of private enterprise and NGO technical support.

### **Indicator for Teacher Effectiveness**

The data collection process for the pilot CDI-PE data collection include data to evaluate the effectiveness of teachers by higher level EIC staff based on a set of criteria that is both technical and behavioral. Discussion by the AIR, CDI team determined that this is an important indicator to include to evaluate the effectiveness of the program and has therefore been added to the DYP indicator list.

### **DYP Participant Identifiers Modified by the Responses to USAID Questions**

All student indicators will be collected by region, age, gender, race, youth identified as being currently enrolled in school and attending regularly, youth identified as being in social programs for infractions of the law, and youth identified as having physical disabilities. This list of characteristics was modified per the responses to USAID questions submitted on December 5, 2003.

### **Labor Market Insertion Categories Modified by the Responses to USAID Questions**

The types of labor market insertion that will be evaluated have also been expanded in accordance with responses to USAID questions. In addition to formal employment and self-employment, and internships, the categories of associativism (youth forming associations or cooperatives), and apprenticeships have now been included.

### **Data Collection Based on Existing CDI Pernambuco Pilot Data Collection Process**

Data collection will be based on the CDI-PE pilot data collection process established for the EICs in Pernambuco using four EICs in the pilot. This data is based on pre-test and post-test data collection (essentially, at the beginning and at the end of each course) and is divided into three categories: achievement, social situation, and education. The survey information evaluates both students and teachers. CDI-PE already includes many of the data elements necessary for the DYP program. CDI will incorporate the missing DYP data elements as described in this report. The amended CDI-PE data collection will be electronic and will be completed on-line. CDI-PE will coordinate with CDI-BA for the same data collection process to occur in Bahia, except that the Bahia collection process will be via paper to be input by CDI-BA into a database that parallels the CDI-PE database.

Data collection established by CDI-PE also includes comprehensive coding for students that allow all of the student data related to all of the student indicators to be synchronized. Students can effectively be tracked as they progress through the courses, make use of mentoring programs, and take part in internships, begin jobs or start their own businesses or cooperatives. These student codes track to an individual student's national ID number, residential address, phone number and other personal information.

In conjunction with their data collection development CDI-PE surveyed private enterprises and NGOs and found that what they were most interested in employees with problem-solving skills. This important information will be taken into account in the development of the course curricula and in the student evaluation of successful course completion.

#### **Quality Control of Data**

Quality control of data in Pernambuco will be built into the data collection since all data is electronically entered only once. Safeguards will be built into the system to ensure that if data is miss-entered that it can be identified and corrected. For example, if there is a missing piece of data—a student that was not identified as taking a particular course that has a record of successfully completing a course.

In Salvador, since a paper system will be utilized, there must be a process established to transfer the hard copy data to an electronic database that exactly parallels the Pernambuco database.

### **3.13 DYP Training Approach**

The DYP training approach will build on lessons learned in the USAID Programa do Futuro which demonstrated that eight months of intensive training 4 hours a day were not sufficient to ensure the employability of disadvantaged youth. CDI Pernambuco is analyzing the strategies and impact of the Programa do Futuro and has prepared a list of lessons learned. These lessons learned are informing the CDI training strategy under the DYP. Please see the list of lessons learned under 3.8.2.

CDI prepared the following Chart of Course Level, Contents, and Duration:

TRAINING LEVEL	COURSE	CONTENT	DURATION	
			Educator	Student
Basic	Introduction to IS / Operational System	<p>Social content - Research on the community's reality, research and discussion connecting it to a wider social-political context, planning and development of a project of social action.</p> <p>Technical content - Hardware/software, Microprocessors; representing information: Operational Systems; tool bar, desktop; file management; menu; locate; help; find; execute; logoff; shut off; control panel; using the windows; text editing; using diskettes; drawing editor; virus; basic cares; first aids.</p>	60hrs + Supervision	60hrs + Supervision
	Word	<p>Social content - Research on the community's reality, research and discussion connecting it to a wider social-political context, planning and development of a project of social action.</p> <p>Technical content - Document generation and storage and retrieval operations; text editing and formatting operations; tables; tool bar; images management; page configurations; direct mail; orthography; help tool.</p>	60hrs + Supervision	60hrs + Supervision
	Excel	<p>Social content - Research over the community's reality, research and discussion connecting it to a wider social-political context, planning and development of a project to interfere on the reality.</p> <p>Technical content - Concepts of spreadsheet, cell, work file; Basic file handling; cell editing; creating formulas; cell operations; formatting the layout; inserting, excluding lines and columns; page configuration; functions; filter; protection; graphics; maps; orthography; help.</p>	40hrs + Supervision	0hrs + Supervision
	Access	<p>Social content - Research on the community's reality, research and discussion connecting it to a wider social-political context, planning and development of a project to interfere on the reality.</p> <p>Technical content - Database concept; Objects; fields; registers; basic data bank handling; tool bar; tables; forms; selections; query; expressions; reports; help.</p>	520hrs + Supervision	60hrs + Supervision

<b>Intermediate</b>	Entrepreneurship plus IT and citizenship	Cooperatives, associativism, solitary market, entrepreneurship.  Tools: excel, word and Internet.	60hrs Supervision	
	Network	Concept, analogies and discussions on networks. Protocol TCP/IP. Machine-to-machine connection, local network and connection between networks. Problems resolution. Project: Building the EICs network. (Theoretical/practical approach).		70hrs
	Webpage Construction	Discussion and research about: expression through communication media; Internet (history and concept), different languages and formats (newspapers, radio, TV, Web). FrontPage group, free software, html.  Social content - Research on the community's reality, research and discussion connecting it to a wider social-political context, planning and development of a project of social action.  Technical content -- titles, headers, paragraphs, line break; Banner; counter; Forms; Marquee; links e anchors (bookmark); Importing images and working with colors; Backgrounds; Animated Gifs, Sounds and video in Internet, tables and frames; pages upload; building Web-sites; images animation effects.		
<b>Advanced</b>	Program Java	Logical operators; algorithms and data structures; modeling, object oriented programming; Java language; variables, operators and control structures; Graphic applications, project.		180hrs
	Audio and Video 1	Filming and Editing		30hrs
	Audio and Video 2	Sound and Illumination		30hrs
	Audio and Video 3	Screenwriting and Directing		30hrs

AIR has requested further analysis by CDI of their proposed training strategy in comparison with the curriculum of Programa Para o Futuro. The summary report will be submitted to AIR and forwarded to USAID for review and comments.

The CDI network currently has educators capable of providing basic training in information technology and citizenship. In order to prepare youth to enter the work world, the training will be modified to focus on employability. The EIC educators will be retrained to provide DYP training tailored to the objectives of the DYP program at the Basic, Intermediate, and Advanced

levels. The new content of the courses will include community action projects aimed at generating income in accordance with the labor market analysis led by DYP consultant Antonio Napole.

The current Basic course offered by EIC educators includes introduction to information technology, text editor, and editor of presentations. The new DYP basic course will also include data base management and Excel.

CDI is proposing 3 levels of training, the first aimed at training the CDI regional office staff in Salvador and Recife. The regional office staff in turn will provide the second level of training to EIC educators. The EIC educators will in turn provide the third level of training to youth in participating communities.

The following chart lists the levels of training, the target audience, training objective, and trainer responsible for conducting the training.

**CDI Levels of Training**

<i>Public</i>	<i>Objective</i>	<i>Responsible</i>	<i>Duration</i>
Regional CDI team	Prepare the Regional CDI team to train EIC educators for the DYP.	CDI HQ	Basic: 24 hours Intermediate: 90 hours Advanced: *
EICs Educators	Prepare educators to provide new DYP courses to EIC youth trainees.	Règional CDI	Basic: 182 + supervision Intermediate: 208 + supervision Advanced: *
Disadvantaged Youth	Prepare youth for labor market insertion.	EIC Educators	Basic: 120 Intermediate: 190 Advanced: 270

- The advanced courses will be provided directly to students by Digital Video Production trainers and by Java trainers at the local university.

**3.14 Labor Market Insertion: *Factory of Software and Talent***

On November 21, Ms. Buffington and Ms. Veiga traveled to Recife to meet with CDI-PE President Marcelo Fernandes, and Regional Coordinator Paulo Henrique Araripe. AIR presented an overview of the DYP, initiated discussions with Marcelo about his ideas for labor market insertion, and discussed the EIC selection process. Marcelo presented his concept for the *Factory of Software and Talents*, and agreed to send Ms. Buffington a proposal for implementation in the second year of the DYP program.

In addition to the three levels of training, the DYP proposes to support CDI Pernambuco in an innovative approach to income generation and labor market insertion through development of a *Factory of Software and Talent*. The mission of the *Factory of Software and Talent* will be to provide youth who have demonstrated significant IT aptitude in the EICs of Recife, with an

"incubator-like" environment where they can work with on-going mentoring from DYP program staff.

The *Factory of Software and Talents* will have two objectives: to strengthen the sustainability of CDI Pernambuco and to develop youth entrepreneurs and small businesses led by youth, promoting the development of consultancies, products, and services for the labor market. The *Factory* will provide the administrative and operational infrastructure to support sustainability and expansion of the DYP. It will provide youth with an environment that simulates the formal job market where they will gain practical job skills, receive on-the-job mentoring, and generate income.

Participating youth will transition from EIC training to the *Factory of Software and Talent* where they will work on IT contracts. The *Factory of Software and Talents* will secure contracts with private industry for youth to provide for maintenance of microcomputers and networks; development of software, web applications and multimedia projects for the second and third sectors. Revenues generated by the IT contract work will provide income to the youth participants and will support the *Factory* operations. The protected environment of the *Factory* will provide youth with an opportunity to learn how to succeed in the work world and compete with other youth in the formal labor market.

The *Factory* will provide youth with three labor market insertion spin-off options:

- Be absorbed by technology companies in the region;
- Submit proposals for incubation of small IT companies;
- Develop new cooperative initiatives.

To underscore the viability of the *Factory of Software and Talents*, Marcelo arranged a visit to a similar project at the university level, Project CESAR – Center of Advanced Studies and Systems of Recife – where university faculty and post-graduate students are employed to work on information technology contracts with private industry or government. Project CESAR has been extremely successful, and achieved full sustainability only one year after the program began. The contracts generate income for faculty and students, and sustain the operation without any outside funding. CESAR staff gave DYP staff a tour of their program and said they would subcontract work to the proposed *Factory of Software and Talents* for activities such as data input, field-testing of new electronic devices, and other activities that DYP youth participants would be capable of implementing.

CDI-PE has office and training space donated by the Federal University of Pernambuco, where CDI houses its regional headquarters and training laboratory for EIC educators. In addition to its active and involved President, CDI – PE staff includes:

- 1 Regional Coordinator
- 1 Coordinator
- 1 Social Mobilizer
- 1 Field Coordinator
- 1 Volunteer Coordinator
- 1 Coordinator of the "Voices in Your Hands" project
- 1 Tech Support Coordinator



- 1 Pedagogic Assistant
- 2 IT assistants
- 1 Secretary
- 1 Communication Assistant

In addition, the team devoted to the Programa Para o Futuro project includes:

- 1 Administrative Manager
- 1 Associate Administrator
- 1 Hardware Professor
- 1 Software Professor

Most of these staff members have been with CDI for many years and have accumulated considerable experience training and monitoring the EICs. The pilot EIC monitoring and evaluation system developed with assistance from POMMAR will be adapted for the DYP program. CDI-PE will assist CDI-BA in implementing the monitoring and evaluation system for the DYP program.

### **3.15 EIC Selection in Pernambuco and Bahia**

The AIR/DYP met with the CDI-Bahia regional office team on November 13 to present the DYP program, gain their commitment to participating in the DYP, and plan for a meeting with the coordinators of the EICs. The meeting with EIC coordinators was the first step of selection process to select 10 EICs in Salvador. Participants in the meeting included DYP Chief of Party Sandra de Castro Buffington, DYP Deputy Director Raquel Veiga, CDI-Bahia President Kleber, Vice President Brandao, Finance Director Amilcar, Administrative Coordinator Lara, Pedagogic Coordinator Maria, and Project Coordinator Luizete, Pedagogic Assistant Karine.

The DYP presented an overview of the DYP program, the EIC application form and EIC selection criteria. The application form was designed to collect information about the EICs and provide a mechanism to formalize EIC interest in participating in the DYP. The meeting participants reviewed and revised the application form.

CDI-Bahia provided an overview of their operation and activities. Staff is responsible for monitoring 31 EICs in Bahia, located in the capital and the interior of the state of Bahia. Five of the staff members were contracted 6 months ago, and in spite of being so new at CDI the team is very experienced in training in information communication technology and has already improved CDI services to the EICs.

In order to provide adequate operating space for the newly contracted team, CDI recently acquired a new office space in a building with 2 floors, which is being structured to house office headquarters and a regional training laboratory where EIC educators will be trained. Previously, EIC educator training was conducted at the computer laboratory of the "Faculdade Integrada da Bahia" college, which was costly and time consuming to transport educator trainees to and from the college.

The DYP will strengthen CDI-Bahia and will broaden their mandate from training to employability and labor market insertion of disadvantaged youth.

Ms. Buffington and Ms. Veiga together with the CDI-PE team initiated the EIC selection process with a meeting of the coordinators of 33 EICs in Recife on November 21 and a meeting with the CDI-Bahia team and the coordinators of 14 EICs in Salvador on November 13. The objective of the meeting was to present an overview of the DYP program and the selection criteria and process for selecting 10 EICs in Recife and 10 EICs in Salvador to participate in the DYP in Year One.

The DYP worked with the participants to communicate:

- Objectives and targets of the program
- Process for selection of EICs established with the CDI regional offices in Bahia and Pernambuco
- Criteria established for selection of EICs
- 

The DYP will require the following commitments by EICs selected to participate in the DYP:

- Select, in collaboration with CDI regional offices, 50 youth who will participate in training and preparation for the world of work utilizing the methodology of the DYP;
- Participate in meetings and training provided by CDI regional offices and the DYP;
- Conduct meetings with youth participants on the planning and evaluation of DYP activities;
- Conduct data collection activities on the EIC, educators, courses and youth participants;
- Guarantee the quality of services provided;
- Strengthen the network of collaboration with other community entities;
- Give priority to local initiatives to generate income;
- Develop partnerships aimed at labor market insertion of trained youth;
- Maintain record keeping of costs associated with the program and develop strategies for sustainability of the EIC.

Benefits of the DYP to participating EICs:

- Improved quality of life for the community;
- Effective contribution to the youth leadership;
- Improved services provided by EICs to the community;
- Possibility of Internet connection;
- Strengthened EIC capacity;
- Possibility of widening the participation of volunteers who cooperate with the EIC;
- Possibility of increasing the number of youth served and increased fund raising;
- Increased visibility.

Presentations were followed by questions and answers on the program, and suggestions by the participants. The EIC coordinators received an application form and were given 2-weeks to complete and return the application. Two weeks later, the CDI regional office staff evaluated the completed application forms, selected 12 EICs in each city with the highest levels of capacity and commitment, met individually with coordinators of the 12 EICs and selected the strongest 10 EICs. The EICs selected are listed below.

*EICs in Recife, Pernambuco Selected to Participate in the DYP in Year 1*

<b>NAME of the EIC</b>	<b>COMMUNITY</b>
IBURÁ	IBURÁ
CAETÉS	CAETÉS III
ESTRELAS	CHÃO DE ESTRELAS
JARDIM JORDÃO	JARDIM JORDÃO
NOBRE	BAIRRO NOBRE
BREJO	BREJO DA GUABIRABA
CHICO SIENCE	ENGENHO MARANGUAPE
CIEE	BOA VISTA
CRECHE VIVENDO E APRENDENDO	TIMBI
APABB	RECIFE ANTIGO

*EICs in Salvador, Bahia Selected to Participate in the DYP in Year 1*

<b>NAME of the EIC</b>	<b>COMMUNITY</b>
ASSOCIAÇÃO DE MORADORES DO ENG. VELHO DA FEDERAÇÃO	ENG. VELHO DA FEDERAÇÃO
CESEP	ESCADA
CADEC - ADRA	ENGENHO VELHO DE BROTAS
LICEU DE ARTES E OFÍCIOS DA BA	PELOURINHO
FUNDAÇÃO ANA NÉRI	NAZARÉ
SOCIEDADE 1º DE MAIO	NOVOS ALAGADOS
ASSOCIAÇÃO DE MORADORES DO CONJUNTO SANTA LUZIA	URUGUAI
ILÊ AYIÊ	LIBERDADE
LAR FABIANO DE CRISTO	ALTO DE COUTOS
FUNDAÇÃO LAR HARMONIA	PIATÁ

### **3.16 Equipment Acquisition Plan**

The CDI regional laboratory in Recife is an IT training center equipped with all of the computer equipment and programs needed to offer the DYP Basic, Intermediate, and Advanced courses. The purpose of the regional laboratory is to provide training and mentoring to EIC educators.

The DYP Dissemination Center is a separate activity that will feature a web-based portal of information on youth employability. It will include an array of tools, reports, Internet portals, and youth-to-youth sharing of experiences. The Dissemination Center will be housed in a regional laboratory or in DYP headquarters in Salvador.

CDI Bahia is in need of equipment to upgrade its regional laboratory. The existing laboratory is not equipped to provide training for the Intermediate and Advanced courses. In light of USAID's request that the DYP minimize purchase of equipment, the DYP is negotiating a new partnership with Instituto UniBanco that may provide funds to purchase the equipment for the

CDI Bahia laboratory. If the partnership comes to fruition, CDI will reallocate equipment funds to other DYP activities.

CDI is planning to offer courses that utilize "heavy" software for the intermediate and advanced courses, and for this reason the regional laboratories need computers with greater processing capacity. The solution proposed by CDI to avoid purchasing a wide range of equipment for one sole laboratory is to purchase servers that can be linked to a network comprised of existing computers that work like terminals.

In the original proposal, CDI proposed the expenditure of US \$80,000 for equipment. In light of the reduction of the CDI budget and USAID's guidance on decreasing Value Added Taxes on equipment, CDI decreased equipment costs to US \$33,000. Per DYP discussions with UniBanco, UniBanco may cover these equipment costs in full to further decrease USAID funded expenditures on equipment.

In order to implement the DYP, the following equipment will be needed by the EICs (10 in Salvador and 10 in Recife):

- 20 servers, 20 scanners, 20 switches, 100 network boards (to link used computers to the network), and 20 packages of network equipment (cables, connectors, etc.)

For the CDI Bahia Laboratory:

- 1 server, 1 scanner, 1 switch, 1 package of network equipment, and 1 laser printer.

**Disadvantaged Youth  
Program  
Equipment Acquisition Plan  
Year 1  
US\$ rate 2.8  
CDI**

Item	Value in US					
	Unit LC R\$	Quantity USAID	Cost-Share	USAID	Cost-Share	Total
Equipment				33,445	10,082	43,527
PC (Server)	3,770	1		1,346	-	1,346
PC (Basic Server)	3,170	20		22,643	-	22,643
Used PC	250		109	-	9,732	9,732
Laser Printer	1,300	1		464	-	464
Used Printer	50		21	-	350	350
Scanner	265	21		1,988	-	1,988
Switch 16	410	21		3,075	-	3,075
Network equipment	400	21		3,000	-	3,000
Network card	26	100		929	-	929
Systems and Software				10,000	106,883	116,883
MS Windows 98	300		100	-	10,000	10,000
MS Windows XP	585		10	-	1,950	1,950
MS Office 98	500		100	-	16,667	16,667

MS Office XP	1,585	10	-	5,283	5,283
Software Server	4,225	22	-	30,983	30,983
NEKI system	78,400	1	10,000	18,000	28,000
e-Learning system	72,000	1	-	24,000	24,000

#### AIR

Item	Unit		Quantity		Value in US		
	LCR\$	USAID	Cost-Share	USAID	Cost-Share	Total	
<b>Equipment</b>				16,980	-	16,980	
Printer	1,820	1	-	650	-	650	
Copier	2,800	1	-	1,000	-	1,000	
Computer (Laptop)	5,320	3	-	5,700	-	5,700	
Computer (Desktop)	2,660	3	-	2,850	-	2,850	
Digital Camera	1,400	1	-	500	-	500	
Scanner	1,260	1	-	450	-	450	
Air Conditioner Split (7500 BTUS x 4)	7,000	1	-	2,500	-	2,500	
Air Conditioner (10,000 BTUS)	1,022	2	-	730	-	730	
Power Point Projector (LCD)	5,600	1	-	2,000	-	2,000	
Telephone equipment	1,680	1	-	600	-	600	
<b>Systems and Software</b>				4,750	-	4,750	
Software	13,300	1	-	4,750	-	4,750	

#### Total

Item	Unit		Quantity		Value in US		
	LCR\$	USAID	Cost-Share	USAID	Cost-Share	Total	
<b>Total Equipment</b>				50,425	10,082	60,507	
<b>Total Software</b>				14,750	106,883	121,633	
<b>Total Investment</b>				65,175	116,965	182,140	

### 3.17 Small Grants Program

In response to USAID guidance on the importance of an early start to the Small Grants Program, the DYP will develop a detailed small grants plan to begin implementation in February 2004.

The DYP envisions providing small grants to assist grassroots organizations that provide support to non-ICT initiatives that provide the following:

- a. Life skills development and psychological support;
- b. Activities such as theatre, music, and traditional dance that provide alternative approaches to reaching children and young adults for positive change;
- c. Activities that leverage previous USAID investment in disadvantaged youth social services programs;
- d. Activities that promote youth entrepreneurship;

e. Activities that promote internships, mentoring, and job placement.

The total level of funding for the Small Grants Program is approximately US \$351,000 for the 4 years of the program. In Year 1, due to program start up costs, the Small Grants Program is limited to \$41,000. The DYP proposes to limit grants to 2-4 organizations in Year 1. To date, the DYP has identified one strong Small Grants Program candidate, Baguncaco. The proposed average grant size will depend on need, ranging from \$4,000 – \$10,000 in Year 1. Per USAID request, the DYP will submit small grants recommendations to USAID for approval until the plan identifying prospective grantees is put in place.

Annex A: Daily Activity Summary of legal, administrative, and programmatic activities characteristic of the program start-up phase can be found under

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