THE HOPE OF TOMORROW

INTEGRATING YOUTH INTO THE TRANSITION OF EUROPE AND EURASIA

VOLUME I

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THE HOPE OF TOMORROW

INTEGRATING YOUTH INTO THE TRANSITION OF EUROPE AND EURASIA

VOLUME I

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INTRODUCTION

Youth are our future, and the importance of assuring that the youth of today will become the democratic leaders of tomorrow cannot be overstated. The success and sustainability of the transition agenda in Europe and Eurasia largely depends on how well the region's youth are educated to believe in and uphold the tenants of a market-oriented democratic society and to possess the skills of fair and visionary leadership. USAID Missions across the region have recognized that their programs need to better integrate youth to assure that the generation change moves in the same direction as the transition. Several Missions have developed programs for youth, and some have even designed "next generation" programs. These efforts have had a significant impact. The data regarding youth, however, show that problems are so significant and even alarming that programs having a larger impact need to be considered. Youth need to be integrated into Mission programming across the board.

This manual is designed to help Missions integrate youth in each strategic area of Mission programming. After arguing the importance of youth to transition, illustrating the youth crisis with statistics, and presenting an approach to what is happening with youth in the country context, this manual will present steps for Missions to include youth as a key target audience in each area of Bureau concern: economic growth, democratization, and social transition. The manual will offer guidelines to identify the priority issues for youth in each country, ideas for and examples of youth programming, and ways to integrate youth into existing program areas and Strategic Objectives.

Incorporating a youth perspective is crucial in the countries of the Europe and Eurasia (E&E) Bureau and their transition strategies. Yet, engaging youth as substantive resources and partners in the transition agenda may, in some cases, require a new mindset for looking at a Mission's plans, strategies, and portfolio.

Young people are a perfect choice for USAID Missions looking for an issue that could mobilize the leadership and civic society in the region and generate widespread support in the U.S. Improving civic, social, and economic conditions for young people is an idea that has support in many sectors of society and is easily understood by Congress, the media, and the public. Currently youth in many emerging countries express a lack of confidence in the future and do not see much hope for employment and success in their countries. This outlook and lack of hope can have serious negative consequences: a youth brain drain, high youth unemployment, low school attendance, and illicit or unhealthy behaviors and life styles. USAID can make a significant impact by focusing on changing a country's situation for youth, engaging youth in decision making and development, and building a sense of hope in the next generation and future generations. Creating a positive environment for youth and promoting youth development can make a long term and lasting impact on economic, political, and social development and help create societies that can sustain democracy, social improvements, and economic growth.

> Four approaches for incorporating youth into Mission strategy and plans include:
> - Treating youth as a cross-cutting theme relevant to all programs and plans—integrating youth throughout the Mission program in measurable ways;
> - Developing a separate Strategic Objective (SO) for youth development;
> - Developing stand alone youth programs within existing SOs; and
> - Focusing the entire Mission program on youth and the next generation.

This manual will assist Missions in assessing each of these approaches and determining which is most suitable for their country setting. Each Mission will need to select the best ways to engage youth as creative and effective resources for transition and social change. It is important for USAID to embrace the special needs and opportunities of the next generation as part of its corporate strategy for development. Based on current demographics, recent world events, research findings, lessons learned in the field, and emerging program trends, it is critical that the Agency and the Europe and Eurasia Bureau in particular include youth as a strategic priority in their agenda.

CHAPTER ONE

Why We Should Invest in Youth[1]

The importance of youth cannot be underestimated for the success of the development agenda of the 21st century. Numbering 1.7 billion worldwide, today's youth[2] are the largest generation ever to enter the transition to adulthood. Young people present a set of urgent economic, social, and political challenges that are crucial to long-term progress and stability in developing and transition countries.

Research and experience show that investments in youth advance a stronger civil society, equitable economic growth, and healthier lifestyles. When given a chance to participate, youth have played a catalytic role in promoting democracy, increasing incomes, helping communities develop, and slowing the AIDS epidemic.

Reason 1: Youth are a Priority of Universal Development Goals

In September 2000 the UN General Assembly adopted the Millennium Development Goals (MDGs) to be achieved by 2015. Half of the goals, related targets, and indicators directly address youth issues, while all the goals indirectly impact youth, who make up a large portion of the global population and those living in poverty. The MDGs directly relating to young people are:

MDG 2 ACHIEVE UNIVERSAL PRIMARY EDUCATION	
Target	Ensure that all boys and girls complete primary school
Indicator	Literacy rates among 15-24 year olds
MDG 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN	
Target	Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education by 2015
Indicator	Ratio of literate females to males of 15-24 years old Ratio of girls to boys in primary, secondary, and tertiary schools
MDG 6 COMBAT HIV/AIDS, MALARIA, AND OTHER DISEASES	
Target	Halt and begin to reverse the spread of HIV/AIDS and the incidence of malaria and other major diseases

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[1] Much of this chapter is based on the USAID document, *Youth, a Critical, Cross Sectoral Piece of the Development Puzzle*, February 2002.

[2] Youth (also referred to as adolescents and young adults) are individuals in the transition from childhood to adulthood. While this group is often defined to include 15-24 year olds, some sectors, such as health, focus on ages 10-24, while some political analyses track 15-29 year olds. The 1.7 billion figure refers to 10-24 year olds.

Indicator	HIV prevalence among 15-24 year old pregnant women Percentage of population aged 15-24 with comprehensive, correct knowledge of HIV/AIDS Ratio of school attendance of orphans to school attendance of non-orphans aged 10-14
MDG 8 DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT	
Target	In cooperation with developing countries, develop and implement strategies for decent and productive work for youth
Indicator	Unemployment rate of 15-24 year olds

The emphasis of the MDGs on young people underlines the importance of youth to any successful development agenda. All strategies and programs must take into account the developmental needs of young people; their economic, social, and educational backgrounds; and the wide range of needs and ages covered by the term youth.

Reason 2:   Youth Are Important to the Future Fate of Their Country

The current youth cohort forms 27 percent of the global population and manifests increasingly high growth rates. The sheer numbers dictate that international donors and assistance programs need to focus substantial resources on this social group and its unique formative and developmental needs. An even more compelling argument for youth assistance programs is the fact that these young people represent the future leaders, citizens, and decision makers in their societies. The choices they make today in terms of healthy lifestyles, education, values and civic participation will have far reaching and long-term impact and repercussions on economic and civic growth. The attitudes and values adopted by young people will influence current events and shape the future world in fundamental ways.

For example, it is clear that more international youth involvement is needed in Central Asia where approximately half the population is under age 30. In a world where many people expect progress with each generation, most of the young in this region are worse off than their parents. They have higher rates of illiteracy, unemployment, poor health, and drug use and are more likely to be victims or perpetrators of violence. Few areas have seen such sharp declines in the welfare of their youth, and the combination of declining living standards and a demographic bulge brings increased risks of political instability and conflict. Current trends must be reversed if the Central Asian Republics (CAR) region is to avoid more serious economic and political problems.[3]

Reason 3:   Ignoring Serious Needs among Youth Could Jeopardize Other Development Achievements

Neglecting this critical segment of society can lead to short- and long-term negative consequences. Vulnerable youth (especially those living in chronic poverty) are more likely to engage in risky behavior, including crime and substance abuse. Youth without opportunities or

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[3] International Crisis Group (ICG), *Youth in Central Asia: Losing the New Generation*, Executive Summary, 31 October 2003.

hope have a much higher risk of and susceptibility to recruitment by fringe, nationalist, extremist, and religious groups. Ignoring these issues can seriously undermine USAID's development agenda and lead to political instability and a long-term drain on a developing country's national resources, resulting in higher unemployment, higher social welfare and health expenditures, and an alienated generation.

> At a gathering of youth-serving NGOs in Washington DC in December 2003, USAID Administrator Andrew Natsios presented the case for paying attention to the needs of young men in these terms:
>
> *"In a survey of all USAID Missions, two-thirds of the Missions are in countries where there has been major national or local violent conflict or war during the past five years. A strong indicator of the potential for violence is the number of unemployed young men (under 30) in the country. If there is a large cohort of young unemployed males, there is a high risk of conflict and violence."*

An even stronger argument for investment in youth is that educated, employable, and healthy youth grow into responsible adults and leaders and are critical to building stability and sustainable institutions in emerging democracies. Countries going though major transition and change will not be able to sustain the investments of USAID and other international donors without a future generation committed to the values, attitudes, and changes necessary to support democracy, economic growth, and a market economy.

A. Youth Are Resources for Development

Young people of all ages and backgrounds represent a tremendous positive potential force for development in the present as well as the future. Whether the force of the youth cohort supports or detracts from a nation's development depends on the ability of leaders to harness the creativity and energy of young women and men in responding to the many challenges facing them. For example, much of the economic success of the "East Asian Miracle" countries has been attributed to a heavy investment in human capital formation, especially in primary and secondary education.

> *"Young people are not the sources of problems –they are the resources that are needed to solve them. They are not expenses, but rather investments; not just young people, but citizens of the world, present as well as the future."[4]*
>
> 2002 UN General Assembly Special Session on Children

In a variety of places and on a multitude of issues, youth have proven their potential and have engaged in positive social and political change efforts with remarkable success. Student-led movements have often been at the forefront of change in governments and reform movements in many countries. Youth played a highly visible role in the historic transformation of the

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[4] World Bank and UNICEF, *The Rome Conference on Participation, Empowerment, and Social Inclusion*, Conference Report, June 2002.

communist bloc countries and the fall of the Berlin Wall. Other examples are found in such diverse countries as Serbia and Mali, where student-led movements were critical in ushering in more democratic, reform minded governments.

In Uganda and Zambia, teens and young adults have been key actors in the reduction of HIV infection rates through their adoption of more responsible behaviors. Both countries have also demonstrated that youth have the ability and drive to gain transferable skills to earn a livelihood and to contribute to the development of their communities. There are many examples of successful approaches to youth development based on the philosophy of youth participation in decision-making, planning, implementing, and monitoring of programs and policies (see IYF series of "What Works" documents referenced in Chapter Seven). Private foundations, international donors, and youth-focused NGOs are advocating multiple approaches to engaging youth as resources and assets for social change as proven strategies of youth and community development work.

> *Youth are potential assets for the overarching goals of economic and social development. Youth generally exhibit greater receptivity to new ideas and are more often innovative. In the context of knowledge-based society characterized by rapidly changing information and communication technologies, they are often better equipped than adults and more flexible in their response. Yet these potentials often remain untapped or are channeled into negative avenues.[5]*
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> World Bank Strategy Paper on Youth, 2003

B. How Youth Relate to USAID Development Priorities

Youth and Economic Development

Without a skilled and motivated labor force, economic growth and the development of market institutions are not possible. Young people play an important part in the current and future economic growth of any country. High levels of youth unemployment pose a growing problem for many transition countries. Youth who drop out of school early (in rural and urban areas) often end up dropping out of the labor force. Young people constitute a large portion of the unemployed population in countries that have been slow to make the transition to a market economy. A related issue is that youth are not being trained in appropriate skills for the labor market in their country and are not participating or being counted in work force and employment statistics.

In some countries that have made substantial progress in creating a market economy (Poland, for instance), skilled youth and young adults are very attractive to private employers. In some instances, this latter situation leads to youth dislocating older workers and creating another social issue - how to support the aging population, the older unemployed and the elderly with minimal or no pensions. If this trend continues, there could be significant implications for economic growth and for public expenditures. In Tajikistan, for example, as much as 70 percent of the population may belong to the aging adult workforce in ten years. Tax collection will suffer if high rates of unemployment or employment in the shadow economy persist, making it difficult to

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[5] Gloria LaCava and Paula Lytle, *Draft Youth-Strategic Directions for the World Bank*, 2003.

finance planned public expenditures (from building roads to providing pensions) or forcing policy makers into deficit spending patterns. Concurrently, if average household earnings drop below the poverty line, consumption will fall and the savings rate will be negligible.[6]

Young people are leaving transition economies of the E&E region in large numbers in search of employment and better education. Many leave permanently; others come back after receiving an education or earning and saving some money. Others express a desire to leave, but have no opportunity to do so. The UNICEF/Monee 2000 report states that the number of 15-24 year olds will fall by one-third in Central Europe over the next 20 years due to outward migration and falling fertility. In Central Asia, qualified young people are leaving in significant numbers citing the lack of career and job opportunities. A 2002 survey conducted by the Izhtimoj Fikr Center for Public Opinion in Tashkent indicates that 70 percent of young people in Central Asia are ready to migrate to "any country." This trend must be reversed if youth are to become contributors to the longer term economic growth of their countries and if countries want to retain talented and motivated youth - their precious resource and human capital for the future.[7]

Youth and Human Capital Investment

Achieving high, sustained rates of economic growth in all modern societies depends on the availability of human capital and the emergence of organizations to use that capital efficiently. Strengthening the supply of human capital depends, in turn, upon the capacity of the education system to produce high quality graduates and on the availability of an education and training system to support professional development and continuous upgrading of skills and technical knowledge. Available data and analyses of the education systems in the E&E region show that most of the systems are unable to produce graduates with an adequate knowledge base and skills to sustain economic development. The increasing number of children dropping out at the secondary school level is a clear indicator of future problems, including political and economic instability. Unskilled and uninvolved youth are a potential drain on the economy and social services as well as a fertile recruiting ground for extremist, criminal, or violent groups.

> *These are not countries in transition, these are countries in stagnation. The fall of communism produced rising expectations through the Balkans, but the standard of living for most has declined. The old social and welfare structures are gone but the new ones are not yet in place….the economy has declined…the young are affected the most. Their illusions have collapsed… Individual liberties in the former Yugoslavia were fairly high compared to other communist countries. There was relatively greater personal freedom and people felt they were well off. Many now feel their situation has deteriorated. Their freedom of movement is restricted and their economic situation has worsened. There is no nostalgia for communism, but there is nostalgia for the previously higher quality of life. We still do not have democracy. It remains an aspiration. But the economy is the biggest problem. If there is nothing to lose, you fight.*
>
> Agon Demjaha, Executive Director, Balkan Children and Youth Foundation, 2002

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[6] Catherine Balsis, *Youth in Transition Countries*, USAID E&E Bureau Discussion Paper, September 2000, pp. 4-5.
[7] International Crisis Group (ICG), *Youth in Central Asia: Losing the New Generation*, October 2003, pp. 31-33.

Human capital in the region is also lost to human trafficking. According to the World Bank Draft Youth Strategy Paper, trafficking in persons has increased in recent years, an alarming side effect of globalization. It is estimated that about from 175,000 to 500,000 persons are trafficked annually from the Europe and Eurasia region according to various estimates. The International Labor Office (ILO) asserts that trafficking accounts for more than 75 percent of forced labor in industrialized and transition countries (Western Hemisphere and E&E) as opposed to under 20 percent in Asia, Latin America, and sub-Saharan Africa. In E&E the dominant form of trafficking is forced labor for sexual exploitation. Still, one quarter (23%) are forced laborers coerced into non-sexual exploitation.[8] The ILO asserts that twenty percent of an estimated four million labor migrants in exploitative situations in Russia may be trafficked.[9]

Some, often entrepreneurial youth, are trafficked for labor or sexual exploitation. Other youth may also become part of the demand side of the trafficking chain, as: 1) third parties who recruit and traffic persons (often family, friends, and neighbors); 2) employers who use trafficked persons (including in loosely organized crime and in conflict situations); and 3) as consumers who benefit from trafficked labor (clients and consumers who buy services and goods that are produces by those who have been trafficked).

Women and children are primarily trafficked for purposes of sexual exploitation and men for forced and legally unprotected cheap labor. From 10-30% of trafficking victims identified are minors. The most vulnerable are orphans, street children and the Roma, who are often trafficked for begging and stealing. Many trafficked women are underage: in Macedonia, for example, approximately one-third of the trafficked women are under 18.[10]

A 2002 UNICEF study points out that although several countries are reviewing their legislation to include trafficking of human beings in their Criminal Codes, trafficking continues to be viewed by police and the judiciary as illegal migration for the purposes of prostitution, rather than a flagrant violation of human rights.[11]

Youth and Health

Adolescence is normally considered a relatively healthy time. Yet it is also a time of risk taking and the onset of harmful behaviors that can lead to life threatening future problems. Substance abuse among adolescents is a growing problem in the region, with resulting harmful life styles and health problems. Lack of adequate treatment in many countries compounds this problem. Alcohol and drug abuse are particularly alarming because, among other damaging effects, they significantly increase opportunities for exposure to Sexually Transmitted Infections (STIs), including HIV/AIDS. More than 70 percent of premature adult deaths are linked to behaviors begun in adolescence, such as smoking, drugs, and risky sexual behavior.

The emerging issue of HIV/AIDS affects young people more than any other population group. In Russia for example, young women are six times more vulnerable to HIV/AIDS infection than

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[8]   International Labor Office (ILO), *A Global Alliance Against Forced Labor*, 2005.
[9]   ILO, *Forced Labor in the Russian Federation*, 2004.
[10] UNICEF, *Trafficking in Human Beings in Southeastern Europe*, July 2002.
[11] Ibid.

any other group. If the trend continues unchecked, it could devastate the first transition generation and the future of these transition countries. Russia is experiencing the fastest growing epidemic in the world, with the number of new HIV infections rising steeply. UNAIDS estimated that over one million people were living with AIDS in Russia in 2003. Estonia, Moldova, Belarus, and Ukraine follow with increases in the instances of sexually transmitted infections, the rates of injected drug use, and the cases of HIV among young people. Compounding the problem, young people are not fully informed about HIV/AIDS and ways of protecting themselves against infection.

In February 2004, the UNDP released a report describing the situation as follows: "Eastern Europe and the Commonwealth of Independent States have some of the fastest growing rates of HIV/AIDS infection in the world. The impact is compounded by still insufficient public awareness, frequent stigmatization and lack of adequate policy instruments to cope with the disease."[12]

According to the report, HIV/AIDS threatens to affect the region's prospects for economic growth and human development. The epidemic will put new strains on already overburdened social protection systems. Premature morbidity and mortality in age cohorts with high productive capacities could reduce annual GDP growth by one full percentage point, a tremendous impact for any country. Increased health expenditures associated with treating people living with AIDS could consume one to three percentage points of annual GDP. These are startling statistics in this era of information technology, communication, and knowledge of reproductive health. These figures represent particular challenges for the poorest CIS countries.

> *An indicator of the magnitude of the problem is that "over 60 percent of young people in Moldova and 88 percent in Albania had not heard about AIDS, or have incorrect information about how HIV is transmitted."[13]*
>
> Youth in South Eastern Europe Report, 2002

HIV/AIDS is not the only health issue affecting youth in these countries. Fertility and pregnancy-related issues are also concerns. Adolescent fertility rates appear to be declining; however, access to health services for pregnant adolescent women continues to be a challenge. Many complications and deaths related to pregnancy among young women could be prevented by access to adequate health care. In many of the emerging democracies in the E&E region, health services have deteriorated in the past decade making it more difficult to provide adequate health care for young people and adults.

Youth and Democracy Building

Citizenship is one of the most basic rights of every human being. It confers a sense of identity and the opportunity to contribute to and partake of a society's assets. It has been clearly shown that the best way to turn young people into active and engaged citizens is to encourage their full participation in decision making at all levels: family, school, community, and government.

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[12] UNDP, *Reversing the Epidemic, Facts and Policy Options*, Panel Report, February 2004.
[13] World Bank and UNICEF, *The Rome Conference on Participation, Empowerment, and Social Inclusion*.

Youth will be ill-prepared to sustain democratic values and an active civil society if they are not engaged in democracy building and other projects that develop skills and attitudes that promote civic engagement.[14]

The transition generation in E&E countries is the first one to grow up with confidence in an ability to exercise its rights. Yet in many of these countries there are signs that fifteen to twenty-four year olds are disengaged and disillusioned with the political system, as evidenced by a low voter turnout among youth. There is a deep distrust of new democratic institutions and, as civil society is still evolving in this region, replacements for the old systems and organizations (such as the Youth Komsomol in the former Soviet Union) are still emerging. When energized, however, there is no substitute for the enthusiasm of youth in the democratic process. There are many examples of youth involvement in major political activities; an often-cited example is the Belgrade University student resistance movement where young people organized and were engaged in significant political action.

Summary

Youth poverty and exclusion are widespread and increasing. Globally, the major issues affecting youth are a lack of adequate education and employment; lack of assets; exposure to risky behaviors; violence and crime; and, most importantly, lack of participation in decision-making. This combination of factors poses severe threats not only to the long-term development of a generation, but for these countries as a whole. Investing in youth is therefore an urgent matter. Unless appropriate policies are in place and adequate resources are allocated, the reinforcement and perpetuation of increasing youth poverty and exclusion will be amplified by the size of the youth cohort.[15]

Over the long-term, a USAID focus on investment in young women and men in developing and transition countries will support U.S. national interests by boosting the economic strength of potential trading partners, improving political stability, and promoting international cooperation.

For the E&E transition countries, there is a unique and compelling reason to focus on youth immediately. It is anticipated that USAID will phase out of all of these countries over the next decade. In this region, a key to sustainable improvements and democracy building is to ensure that the next generation is equipped to carry out the economic, social, and civic reforms that USAID Missions are now helping to launch and support. Fully engaging youth as partners in the transition process can become the USAID Mission's lasting and enduring legacy for this region.

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[14] UNICEF MONEE Project, *Young People in Changing Societies*, Regional Monitoring Report No. 7, November 2000, pp. 18–19.
[15] World Bank, *Youth Strategic Directions for the World Bank*, p.4.

The major challenges facing young people were identified and constitute a wake up call: violence and discrimination, anxiety about unemployment and economic conditions, strong wish to emigrate from countries in transition, lack of information about rights, about drugs, HIV/AIDS and sexual relationships, better quality education, leisure and culture opportunities, distrust of State authorities, lack of faith in voting as a means of improving things, lack of opportunities to voice their opinions and to participate in decisions affecting their lives. These are all challenges of particular concern to young people which cannot be ignored.[16]

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[16] Elena Urue, *Young Voices: an opinion survey of children and young people in Europe and Central Asia*, presented at the Rome Conference on Participation, Empowerment and Social Inclusion, June 2002.

CHAPTER TWO

Youth in Transition Countries of Europe and Eurasia

Over 65 million young people make up the transition generation in Central and Eastern Europe and the CIS, according to UNICEF's Regional Monitoring Report Number VII, 2000. These young people are going through a journey from childhood to adulthood that is totally different from the way their parents grew up. Their parents and families were raised in oppressive and controlled – but relatively stable – conditions under state socialism. Today's youth in these countries face a different world. They are not protected from risks; they have many new opportunities and choices; and they are expected to think and act independently.

An E&E Bureau Discussion Paper outlines the situation in the following way:

> *Today's youth (15-25 years old) were children when the Berlin Wall fell in 1989. In the transition countries of Europe & Eurasia (E&E), this group has little memory of and holds no allegiance to the old communist system. What does vary is their life experience during the past ten years. Youth in the European northern tier have had an opportunity to learn about the fundamentals of democratic and market-oriented systems. In contrast, most of the youth in Southeast Europe and Eurasia have grown-up amidst chaos and deteriorating living standards. Armed conflict and/or corrupt practices have dictated the norms during their formative years. Declining education and health systems have left this age group ill-prepared to participate in emerging economic and political systems or to cope with the negative aspects of change that are sweeping through the region.*
>
> *Youth – and the values, knowledge and skills they hold – will have a substantial influence on the future direction of transition in the region. They and the generation that follows them are tomorrow's leaders, workers, teachers, and parents. While youth in transition countries face significant problems and obstacles, they also hold the promise and opportunity for a better future.[17]*

In a UNICEF report, the transition generation is described as an immense asset to the region and beyond in this time of rapid economic and social transformation. The report calls for youth-friendly policies that will benefit youth and their families, communities, and societies.

> *Two important concepts for youth-friendly policies include:*
> > *– The recognition of young people as a distinct population group with its own needs, and*
> > *– The participation of youth in a meaningful dialogue that would make a genuine contribution to policy responses.*
>
> Young Voices, and opinion survey of children and young people in Europe and Central Asia, World Bank and UNICEF, 2002

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[17] Catherine Balsis, *Youth in Transition Countries*, p.1.

It finds a positive link between progress in the transition agenda and greater opportunities for young people stating, "Progress for young people and progress in the transition appear to be mutually supportive."[18]

Young people of the transition generation are critical components of any forward thinking strategy. Youth participation and involvement in advancing the progress of market economies and democracies is essential for any plan to succeed.

A. The Demographics of Youth[19]

- Most East European transition countries have population trends that are similar to Western countries. In these cases, the under-25 age groups (youth and children) range between 25-35 percent of total population. Exceptions to this trend are Albania (with nearly 50% of the population under 25 years old), Macedonia (with 40% under 25 years), Moldova (with 40% under 25 years), and Montenegro (with more than 38% under 25 years). Kosovo has the youngest population in Europe with 60 percent of the population under 25.

- The Central Asian Republics (CARs) have a very young population. In Uzbekistan, Tajikistan, and Kyrgyzstan, the young population resides largely in rural areas. In each of these countries, more than 50 percent of the population is under the age of 25 (in Tajikistan it nears 60%). It is expected that this trend will continue through to 2015. In the case of Uzbekistan, this translates into roughly 14 million people under 25 years of age.[20]

- In the Caucasus, youth make up 48 % of Azerbaijan's total population and 42% of Armenia's. Children (0-15 years) in Azerbaijan represent 30 percent of its total population.

Table 1 Country Age Distribution		
Age Category	**Year 2000**	**Year 2015**
0 – 14 years (30% or more of the population)	Tajikistan, Turkmenistan, Uzbekistan, Kyrgyzstan, Azerbaijan, Albania, Kazakhstan	Tajikistan, Turkmenistan, Uzbekistan, Kyrgyzstan
15 – 25 years (18% or more of the population)	Uzbekistan, Turkmenistan, Tajikistan, Kyrgyzstan, Armenia	Tajikistan, Uzbekistan, Turkmenistan
65+ years (14% of the population)	Bulgaria, Croatia, Hungary	Czech Republic, Slovenia, Bulgaria, Croatia, Hungary, Ukraine, Georgia, Poland, Romania, Russia, Belarus
Sources: UNDP World Population Prospects Database; and Aguirre International Research Paper, Social Issues Critical for Sustainability of Reform for at-Risk and Strategic Groups, September 2003		

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[18] UNICEF, *Young People in a Changing Societies*, p.viii.

[19] Catherine Balsis, *Youth in Transition Countries,* and Aguirre International, *Social Issues Critical for Sustainability of Reform for at-Risk and Strategic Groups*, Research Paper, September 2003.

[20] Ibid.

The Lisbon World Conference of Ministers Responsible for Youth stressed the linkage between unemployment and poverty and the marginalization of large numbers of youth affected by drug and substance abuse and violence (including gender based violence, neglect, sexual abuse and exploitation); youth involved in armed conflict; refugees and other migrant young people; displaced and parentless youth; young women and young men living with disabilities; ethnic and cultural youth minorities; young offenders; pregnant adolescents; and other socially and economically disadvantaged young men and women.

It is clear that many of these linkages are present in a majority of the countries in the E&E region. For example, the Italian Consortium of Solidarity (ICS) described how poverty is increasing for Serbian youth and other vulnerable populations at a 2002 conference. The most vulnerable are Roma youth, youth with disabilities, and rural youth. Young women in Serbia are affected more severely by youth unemployment than young men.[21]

Moldova and Uzbekistan have per capita income figures (in international dollars) comparable to low-income countries and South Asian countries. Tajikistan is below the Sub-Saharan African average of $1,750. It is worth noting that Tajikistan, Uzbekistan, Kyrgyzstan, and Turkmenistan are among the poorest countries in the region, and it is projected that their populations will continue increasing through 2015.

Studies suggest that a so-called "youth bulge" – a high proportion of youth in comparison to the total population – represents a serious potential source of conflict, particularly in countries facing economic problems. As noted by researcher Henrik Urdal, "If young people are left with no alternative but unemployment and poverty, they are likely to join a rebellion as an alternative way of generating an income."[22] Having little or nothing to lose, young people are more likely to join underground and illegal movements calling for radical changes.[23]

> *Young Central Asians are in a position of clear disadvantage in many aspects of life compared to what their parents faced. Under the Soviets until 1991, young people enjoyed a near 100 percent literacy rate, easy access to education, full employment, and a reliable and free medical system. Today, most of this has been lost: young people are increasingly poorly educated, drop out of schools in growing numbers, and find it difficult to get work. Drug abuse, AIDS and other health risks seriously threaten their health. While the average life expectancy at birth was 75 before 1991 in Central Asia, it is now between 60 and 64.[24]*

B. Youth Needs and Challenges

It is important to note that youth needs vary by country, by region, and by economic, ethnic and age groups. Any country seriously embarking on a youth development strategy will need to

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[21] Pauola Pagliani, *Income Generation Program for Serbian Youth*, presented at the Rome Conference on Participation, Empowerment and Social Inclusion, June 2002.

[22] Henrik Urdal, "The Devil in the Demographics: The effect of youth bulges on domestic armed conflict, 1950-2000," International Peace Research Institute, July 2004.

[23] International Crisis Group (ICG), *Youth in Central Asia: Losing the New Generation*, p.1.

[24] Ibid., p.1.

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determine the key issues and priorities for its youth (see Chapter Three for suggestions on how to determine youth needs). It is important not to put all youth into the same group. There are clear distinctions such as marginalized youth, educated youth, youth leaders, youth living in extreme poverty, street youth, and youth suffering from post conflict trauma.

Despite the significant differences among young people, information is emerging from USAID Missions and other regional donors indicating similar trends and needs around youth in transition countries and emerging democracies. Research data by donors, UN agencies, NGOs, and national and local governments around youth issues are currently available and can be used to inform policy and program development. Experiences in the region can be categorized into specific youth development strategies and programs.

Employment, Employability, and Training

Youth unemployment is a key issue and concern that must be addressed at all levels. Unemployment was infrequent and rarely discussed in this region prior to 1989. It has now become a major problem, which seriously affects all ages and especially young people. The average youth unemployment rate is currently 30 percent, with countries in the Balkans increasingly exceeding that figure. In Macedonia, the youth unemployment rate is estimated to be as high as 70 percent. Vulnerable, at-risk, and out-of-school youth are subject to being without work for significant amounts of time and to feeling a lack of hope for the future in their own societies. This has resulted in driving youth out of the country in large numbers (the youth "brain drain") or alienating young people and forcing them into the streets where crime, drugs, trafficking, and sexual exploitation are the norm. Many of these young people drop out altogether and do not participate in jobs, careers, or schooling.

In addition, the fast pace of privatization and wealth accumulation for some individuals has left many young people with unrealistic views of remuneration levels and many options for fast money from illegal activities. This is evident in particular in post-conflict societies where youth often see "good money" associated with illegal activities such as dealing guns, drugs, and contraband.

To address these issues, strategies need to be demand driven—creating opportunities for training and skill development that lead to actual jobs in-country. Private and public sector needs, both current and future, must be identified and programs created to train young people for real opportunities in these emerging economies. Programs also must go beyond technical skills and equip young people with the personal, social, and life skills necessary to successfully find their place in society and the economy.

Youth workforce issues are inextricably tied to education and training. The youth of the past ten years has suffered from educational structures that have had limited (and declining) resources and limited access to new knowledge. Fewer institutions of higher learning can adequately prepare students to be competitive in the emerging marketplace.[25] This is further complicated in the CAR countries, where youth still often rely on families to get a job. A combination of

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[25] Catherine Balsis, *Youth in Transition Countries*, p.4.

connections and money is seen as necessary--many positions can be bought, perpetuating a system of corruption and nepotism.[26]

Education – Formal and Non-formal Academic and Life Skills

Under the Soviet system, nearly universal access to primary and secondary education created a citizenry with literacy rates often higher than those in western countries.[27] Since 1989, educational systems throughout the E&E region have been struggling with major challenges, decreasing budgets, and increasing demands for quality education. A major effort is needed to rebuild war-damaged schools and to equip schools and students with creative trained teachers, books, materials, and worldwide web access.

> *"Lack of education - formal, non-formal, and informal - is viewed as a common crisis across the (Balkan) region. A major effort is needed to rebuild war-damaged schools and to connect schools and students to the worldwide web. It is also essential to promote education and skills training outside the classroom, in homes, and places of work."*
>
> Balkan Youth Summit – a Call to Action, 2000

Financial and other pressures have sent school enrollment rates falling dramatically in the region and have created many schools with inadequate resources, teachers, and equipment. School dropout rates have escalated particularly at the secondary school level. Although there are signs that the educational systems in the region are beginning to recover, major concerns remain, particularly for youth from poor, rural, or disadvantaged backgrounds (see Appendix B for USAID Hot Spots, Education Sector Discussion Paper).

Rising poverty rates are a factor in falling enrollment as young people, especially from rural and poorer families, are forced out of school to find ways of contributing income to their families. Education costs have risen and include formal and informal fees that keep many young people out of school. Some teachers and administrators charge additional "fees" to ensure a place in university and good grades. According to the UNICEF Monee Report, emerging evidence suggests that the disparity between rich and poor children's educational levels is growing rapidly. In Bulgaria, the gap in enrollment levels of 16-18 year olds from the poorest to the richest fifth of the population is over 40 percent. In Latvia and Romania, the gap exceeds 30 percent. Clearly if these trends are not reversed, the lack of skills and basic education will have serious negative consequences and will particularly hurt lower income and disadvantaged youth, keeping them from future jobs and productive careers.

Strategies must be developed to reach out-of-school youth. Several countries are finding that non-formal educational opportunities and non-traditional methods are necessary to build civic education and extend learning opportunities to out-of-school and vulnerable youth. Programs designed to equip young people with essential skills for living and entry into the work place must include effective communication, decision making, critical thinking, teamwork, self-esteem, and

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[26] International Crisis Group (ICG), *Youth in Central Asia: Losing the New Generation*, p.13.
[27] USAID/EE/DGST, Education Sector Discussion Paper (Hot Spots), 2003, p.1.

leadership skills training. Working with such projects may be particularly appropriate for USAID Missions, as reforming formal educational systems may require a longer time period. Expanding the non-formal education sector could be achieved in the time span anticipated for most USAID Missions in the region and could leave a lasting impact.

Health and Safety

In many emerging democracies, health services and systems have deteriorated or become prohibitively expensive. Access to prevention, treatment, and general health care services is more difficult and challenging for the entire population. Young people, unfamiliar with the medical system and perhaps reluctant to go for help, find the current situation even more daunting. While youth mortality rates have declined in a number of countries, in others they have risen, and disparities have begun to widen between the Northern Tier and other E&E countries. Young people are more likely to die in Russia and Kazakhstan than in Slovakia. Teenage alcohol and drug use and suicide rates (particularly among young males) show disturbing upward trends. Central Asian youth, particularly males, are highly susceptible to substance abuse as a result of diminished economic opportunities and increased drug trafficking on the Great Silk Road. In Kazakhstan, over half of the HIV infected population is under 29 and most are unemployed young males.

Youth in the region are coping with increasingly severe health threats related to substance abuse (alcohol, injected drugs, and tobacco), sexually transmitted infections (especially HIV/AIDS), and domestic, sexual, and societal violence. In the CARs, the official estimate of people who are HIV positive in 2003 was 50,000 compared to 2,600 two years earlier.[28] The reasons for this huge jump include an explosion in intravenous drug use, migration, and prostitution. All of these factors impact vulnerable youth more than any other part of the population.

Gaining access to health education, reproductive health services, substance abuse prevention, and treatment and counseling services is vital if today's young people are to lead healthy, productive lives and make informed choices. Strategic investments in such areas as reproductive health, HIV/AIDS prevention, and basic health education are critical in addressing growing health crises in the transition countries of the region.

> *Experts on the spread of HIV/AIDS are warning of acute dangers in the near future because of the sharp rise of cases of HIV/AIDS in the region. Concerns are particularly focused on Russia and Ukraine, which have some of the highest HIV/AIDS rates of growth in the world. Although the disease is presently confined mainly to illicit drug use and prostitution, there is growing evidence that HIV/AIDS is moving into the general population. Access to illegal drugs, the coincidence of injecting drug use and prostitution, unprotected sexual relations, human trafficking, lack of blood security, and inadequate health systems, as well as unemployment and feelings of despair among youth are all contributing factors.*
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> Kent Hill, Assistant Administrator, Bureau for Europe and Eurasia United States Agency for International Development Before the Senate Foreign Relations Committee Oversight of Foreign Assistance Programs, April 2, 2003

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[28] Special Program for HIV Prevention in Central Asia, www.hivca.kz, January 2003.

Conflict Resolution, Peace Building, and Tolerance

"Peace is not just an absence of violence but also the presence of tolerance and justice."[29]

Since 1989, increased armed conflict, interethnic violence, lack of tolerance, and inability to coexist peacefully are having devastating consequences in many E&E countries. The armed conflicts of the 1990s have violated the rights and sensibilities of children and youth. Many have seen their families killed, their communities uprooted, and their homes obliterated. Their trauma has been compounded by the absence of accountable governing authorities intervening to protect their interests. Child soldiers represent an extreme form of trafficking in persons that involves the recruitment of children through force, fraud, or coercion to be exploited for their labor or to be abused as sex slaves in conflict areas. Government forces, paramilitary organizations, and rebel groups have all recruited and utilized child soldiers in armed conflicts in the Balkans, Southern Russia, the Caucasus, and Tajikistan. While young men have been drawn into the fighting, a large number of young women have endured rape and enforced pregnancy, particularly in the war zones of the former Yugoslavia. The long-term impact of such turmoil on the minds of the young is a grave concern.[30]

Peace and stability remain fragile and lack of security poses a serious obstacle to economic and political development in many of the transition countries. Young people, once protected under communism, have now become one of the most vulnerable groups. War has brought homelessness, displacement of refugees, economic and family breakdowns, distrust, and continued racial and ethnic hatred. The demand for prostitution, including child prostitution, increases during conflict. When peacekeepers arrived in Bosnia and Kosovo, the demand for prostitution was created where it had previously not existed, and trafficking in persons for sexual exploitation exploded. Young people emerged from the conflicts with different reactions – many feeling polarized and defeated, others dedicating themselves to trying to change attitudes and behaviors to build more tolerance and avoid further conflict.

In some countries, especially in Southeastern Europe, youth are regarded as a bridge to peace and stability for the future. Investment in young people is seen as a priority strategy for the future and stability of the region and an essential ingredient for further integration into the European Union.[31] Examples of peace building and conflict resolution initiatives in the Balkans and other areas will be described in Chapter Six.

An important lesson coming out of the Balkan Children and Youth Foundation programs is that it is essential to reach beyond the best and the brightest to include a broader cross section of the youth population. If only youth leaders or elites take part in programs to build tolerance, the rest

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[29] World Bank and UNICEF, *The Rome Conference on Participation, Empowerment, and Social Inclusion*, Presentation by the Center for Human Rights and Conflict Resolution, June 2002.

[30] Catherine Balsis, *Youth in Transition Countries*, pp.2-3.

[31] World Bank and UNICEF, *The Rome Conference on Participation, Empowerment, and Social Inclusion*, Conference Report.

of youth remain marginalized. Grass roots initiatives that reach large numbers of people to build tomorrow's citizens need to be combined with youth leadership programs.[32]

Youth-Friendly Policies and Youth Engagement

> *"Youth empowerment is the expansion of assets and capabilities of young people to participate in, negotiate with, influence, control and hold accountable institutions that affect their lives."*
>
> Adapted from Empowerment and Poverty Reduction: A Sourcebook, World Bank, 2002

A recent discussion on youth policies hosted by the International Youth Foundation (IYF) at USAID led to the conclusion that one of the most fundamental needs of young people in any country is to be included in all levels of decision making and civil society. Youth need to be engaged in policy and planning, especially for programs and services that affect young people and community development. It is essential in the E&E region that countries develop and encourage youth-friendly policies and services at local and national levels.

Empowerment policies and preventive and protective policies are two branches of public policy targeted to young people.

- **Empowerment policies** focus on the full development of the capacities of all young people. Empowerment policies view youth as a human resource, an investment, or social capital.

- **Preventive and protective policies** are designed to serve youth in difficult or at-risk situations. The focus is on the restoration of rights and the protection of youth against threats to their development. Sectoral policies in health, education, and social protection come under this category.[33]

Empowerment and protective polices must go hand-in-hand. They reinforce each other to enable young people to realize their full potential and to be protected from violence, sexual trafficking and other damaging and life threatening situations. Many countries in the region have established some elements of youth protective policies, covering vulnerable young people and socially disadvantaged children and youth. In most countries, however, enforcement of protective policies is weak. In contrast, youth policies supporting empowerment and the full participation of young people in nation building and policy efforts are rare. A few of these youth empowerment policies are partially in place in Croatia, Macedonia, and Romania.

According to a recent report on youth in the CAR, young people as a rule have no role in any of the decision making processes of official youth organizations or in society at large and are

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[32] Cathryn L. Thorup, *What Works in Building Tolerance Among Balkan Children and Youth*, International Youth Foundation and Balkan Children and Youth Foundation, 2003.

[33] World Bank and UNICEF, *The Rome Conference on Participation, Empowerment, and Social Inclusion*, Conference Report.

therefore largely excluded from political life. The main result of this suffocating youth ideology is general disinterest and lack of political involvement. Obedience to elders, eternal patience for economic development, and extreme restraint in opinions are hardly appealing to young people who are exposed to more liberal and participatory models via Russian television, the Internet, seminars, and interaction with foreigners and NGOs.[34]

Summary

Engaging youth in development and as resources for social change has proven to be a positive strategy in countries worldwide. Empowering and involving youth in policy and program development has the effects of ensuring that young people are:

- Connected meaningfully to their environments;
- Working closely with adults as partners and mentors;
- Less likely to develop antisocial or negative behaviors; and
- More likely to grow into productive citizens as adults.

In order to best implement such strategies, USAID Missions need to find and support NGOs and local government partners willing to adopt these approaches and policies of youth development. Working with local groups and organizations and building on those that are effective in reaching and engaging youth is the quickest and most successful way for Missions to make a difference with youth.

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[34] International Crisis Group (ICG), *Youth in Central Asia: Losing the New Generation*, p.15.

CHAPTER THREE

Gathering Information and Identifying Critical Youth Issues Relevant to Mission Strategies

Prior chapters have outlined how critical youth are as a cohort to the accomplishment of most development objectives. We know that:

- There cannot be sustained economic development in a country without addressing and supporting youth development issues.
- Youth and poverty reduction are interwoven issues and strategies.
- Building a civil society depends on this cohort of future citizens, leaders, public officials, and voters.
- Global health and social welfare strategies serve youth as one of the primary target populations.
- Critical health issues such as HIV/AIDS prevention and treatment must target young people to stop the death and devastation being caused by the spread of this disease.
- Agriculture and rural development objectives must address the high numbers of youth living in rural areas and focus on the high unemployment numbers for youth and the strong trend toward urban migration.

Therefore the questions a USAID Mission must ask are not whether to include youth in their development agenda but how, when, and in what logical ways? This chapter discusses various ways Missions can make their own determinations for how best to include youth in existing Strategic Objectives, how to increase outreach to youth, and how to make youth an effective and strategic part of their portfolios.

Missions are often inundated with data and information on issues and needs in their countries. Acquiring good information about youth and their driving needs and issues can seem like a daunting task. Gathering data on youth needs can be done in several ways, using existing resources such as:

- Newspapers, radio, and TV shows;
- Local studies and research (university and other);
- NGO assessments of country or regional needs;
- Other international donors and private foundations supporting youth programs in the country: Soros Foundation, MacArthur Foundation, Ford Foundation, Canadian International Development Agency (CIDA), Department for International Development (DFID);
- Youth Voices Survey of Children and Youth in Europe and Central Asia: 15,000 youth interviews in 35 countries (see World Bank Report on the Rome Conference on Participation, Empowerment and Social Inclusion);
- Youth in Action – USAID web page on programs and youth strategies in Europe and Eurasia (www.usaid.gov); and

- World Bank Institute, Children and Youth Home Page
  (www.worldbank.org/childrenandyouth).

Missions can get up to date information on the state of their youth by using existing programs and activity managers to ask questions that include youth and youth needs every time they are in the field. Young people themselves are a great resource for data collection and information gathering and analysis. In many countries, quick but effective needs assessments have been conducted using simple questionnaires or survey techniques and training young people to be the surveyors and information gathering specialists.

> *Using young people as data gatherers serves a dual purpose, engaging youth in the planning phase and providing the Missions with local young people willing to contribute and do needed assessment and data gathering tasks efficiently and at relatively low costs. Young people are often able to get more reliable information from their peers than an adult asking the same questions.*

For Missions considering strengthening their youth agenda or introducing youth as a critical segment of their strategic focus, many questions need to be asked to help clarify the focus, urgent issues, and critical needs for youth in the country. Categories of information and some sample questions follow.

Current governmental policies and actions
- What is the commitment of the current government to reform, market economy, and democracy?
- Is there a youth policy at national or local levels; does it include a ministry of youth?
- What official infrastructure exists to support youth (laws, government mandates, budget line items, facilities, etc.)?
- Who are the key players and supporters of youth development?
- Who are the key players in youth policy and programs in the public and NGO sectors?
- Who are youth champions or spokespersons?
- Who are the other donors supporting youth (international assistance agencies, foundations, national, local organizations)?

Policies and programs
- What is being done now to address youth issues in areas such as:
  - Employment
  - Education
  - Health
  - Civic education
  - Youth empowerment and inclusion
- Are there good examples of youth programs evaluated as successful in the country? What are elements that make successful or effective youth programs and why?

Youth information and needs[35]

- What are key needs for youth (as identified by young people, by adults who work with youth, NGO community, and local government officials)?
- What are youth attitudes about the future, about the current government, and political institutions?
- Do young people vote, how frequently, and in what type of elections?
- Do youth believe the future holds potential for careers and productive jobs in their country?
- Are youth engaged in making, and/or planning policy (in their communities, schools, or local governments)?
- What is the migration rate of young people (rural and urban)?
- What is the current school drop-out rate, and where do young people go who are not in school?
- What are completion rates for secondary schools, universities, and postgraduate programs?
- What are employment rates, and what type of employment is available for youth?
- What are critical health risks, rates of infection, addiction levels?
- What are the risks of trafficking in persons in the community (has anyone been trafficked)?
- Are there social problem areas with high concentrations of youth and or statistical evidence of youth involvement (poverty, crime, disease, trafficking, alcohol and drug addiction) which could be a priority for the Mission to target?
- Are youth involved in community service, and what are their attitudes about service and civic responsibility?

Mission specific questions

- In what ways can the Mission draw on existing programs to make a greater impact on youth? For example, if the Mission supports an independent television project, could it include productions of programs or messages for youth?
- How can activity managers expand, enhance, or collaborate across projects to achieve greater outreach to youth, resulting in more direct impact on problems or opportunities facing youth?
- How should the Mission prioritize specific gender issues?
- Who are the Mission's internal champions for youth programs? Which of the Mission's partners are advocates for youth?
- Are there effective foundation-funded programs in the country where opportunities exist for the Mission to complement, expand, or build on worthwhile youth programs or youth-serving NGOs?
- Are there new innovative youth programs the Mission wants to launch?

The Mission will need to determine the key questions to be answered and narrow down the above suggestions to the ones most critical for the local situation (See Appendix C: Ten Questions worth Asking). There are many methods for collecting this type of data such as needs

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[35] It is important that a Mission clearly defines who is included in the youth cohort. Is it 15 to 24 year olds (standard international definition) or some other age range that better fits the local definition?

assessment surveys, rapid assessments, focus groups, interviews, etc. See Appendix C for a complete description of how to do a rapid assessment of the youth situation in a country. The youth assessment is a particularly effective tool for Missions who want to identify national trends on and prevalent attitudes of youth. It will also help Missions understand what is available for youth nationally and locally.

Table 2 ILLUSTRATIVE QUESTIONS FOR A YOUTH RAPID APPRAISAL[36]		
TOPIC	**STARTING POINT**	**QUESTIONS**
Democracy	Perception of citizen participation in society (data available from World Development Indicators)	• What are the obstacles to youth voting (transportation, registration, attitudes)? • Are youth involved in other ways – starting NGOs, working at NGOs, volunteering? • What kinds of student groups exist in high schools and universities, and what is the level of student involvement in these?
Employment	Unemployment rate among youth (available from the ILO)	• In what sectors are youth employed? • Do youth have access to unemployment benefits? What kind of benefits? Are these benefits adequate? • What kinds of higher paying jobs are available to youth? What kinds of training or vocational education are needed to move youth into higher paying jobs? • Are youth dropping out of school (explore for both primary and secondary dropouts)? Are the reasons economic (families need another wage earner), school-related (school is boring, not geared toward the employment opportunities in the area), or attitudinal (families do not value education)? • What kinds of intervention would be necessary to keep youth in school longer?
Health	Prevalence of HIV/AIDS among youth (available from World Development Indicators)	• Is the AIDS problem among youth due to intravenous drug use, sexual activity, or both? • Are condoms available to youth? • What are youth attitudes toward condom use? • What do you believe and know about HIV/AIDS?

Summary

It is important for Missions to understand clearly the youth situation today and determine the gaps, needs, resources, and assets existing in-country. Missions may be quite surprised by positive findings and opportunities to leverage the strengths of existing youth networks for Mission strategic goals. Conversely, they might discover that certain youth issues, left unaddressed, could stifle or halt the progress they are trying to achieve elsewhere in their portfolio. Given the urgency of the problem and the short time frame for some of the Missions' development agendas, there may be a tendency to act rapidly. However, it is important that decisions be made based on reliable information, data, and analysis that will lead to effective programs and success indicators. In many cases, some youth programming has already started and limited information and data are available within the Mission—as well as with local experts in the field. Individual Missions will have to decide how much data and information to gather to make informed judgments about strategies and approaches to youth programming.

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[36] Aguirre International, *The Hope of Tomorrow: Youth Rapid Assessment Annex*, Volume II, May 2004.

CHAPTER FOUR

What Missions and International Donors Are Doing to Address Youth Issues and Engage Youth as Partners

> "*What is needed now is for USAID to explicitly articulate and more systematically support the youth dimension of development.*"[37]

USAID has not yet included a focus on youth in its overall corporate strategy for development, although some of the central technical (pillar) bureaus are focusing more on the unique needs of young people. For example, the Global Health Bureau is supporting specialized activities to promote healthier behaviors among young women and men, while also mainstreaming a youth focus. The Economic Growth, Agriculture and Trade Bureau's attention to workforces in transition includes sharpening the relevance of skills training for young adults.

At the field level, some USAID Missions have incorporated a major focus on youth into their strategies, cutting across both education and health. Other Missions are now moving in this direction. In the Central Asian Republics, USAID targets youth in its efforts to foster democratic values and to develop a constituency for economic and political reform. Many Missions are also increasing their focus on young people in their HIV/AIDS prevention and mitigation efforts, including developing basic education and livelihood programs for youth affected by AIDS.

From an informal survey sent out to Missions of the E&E region in 2000, it appears that most Missions believe youth face the same problems as the rest of the population and address them as part of the overall transition strategy. Another inquiry, in FY 2003, brought in some more examples of projects focusing on youth in reproductive health, AIDS prevention, youth leadership and conflict prevention and resolution.

The E&E region of USAID has launched a special initiative, *Youth in Action*, a web site[38] designed to highlight youth oriented programs in the region and share knowledge and information on challenges and opportunities for youth in the region. The following describe some youth initiatives underway, and more information can be found on the *Youth in Action* web site.

USAID Macedonia, Community Self Help Initiative (CSHI): Macedonia's youth show up in force to contribute to the harmony and well being of their communities, with the guidance of Mak Action (Macedonian Volunteers for Action) in collaboration with the NGO "First Children's Embassy in the World-Medjashi" and assistance from the USAID/CSHI program. Phase I of the Mak Action program, which ran from July 22 – September 22 of 2002, saw more than 130 volunteers and 850 participants involved in community based projects aimed at improving the environment, improving quality of life through exercise and group activities,

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[37] USAID, *Youth, A Critical Cross Sectoral Piece of the Development Puzzle*, February 2002, pp.5-6.
[38] USAID, Europe and Eurasia Region website, www.usaid.gov/locations/europe_eurasia/youth.

promoting local talent, and ultimately encouraging multi-ethnic collaboration and volunteerism. The program was launched in the municipalities of Kicevo, Kocani, Kriva Palanka, Kumanovo, Sveti Nikole, and Tetovo. With guidance from CSHI regional representatives, three volunteers (18-29 years of age) in each community took responsibility for planning and organizing events, recruiting additional volunteers, and engaging participants from all local ethnic groups in fruitful activities to benefit their communities.

US Macedonia Community Self Help Initiative: The Roma Rights Forum "ARKA" received recognition at CSHI's Sunshine Awards Ceremony for its contribution to education and sustainable economic development in Kumanovo through the establishment of the "ARKA" Center for Education and Internet Club. The Center is a facility where Roma people and others can learn computer skills and access equipment otherwise not available to them due to their economic and social disadvantages. The Center sustains itself financially through nominal fees for its services and tuition. To date, more than 600 children and youth have gained knowledge and certification at some level of computer training through the Center, and many have found employment.

The "ARKA" Center for Education and Internet Club is open to all residents of Kumanovo, serving to reduce prejudices by encouraging interaction among the ethnic groups. As an education center the facility also provides an important service to local companies and organizations needing employees with computer skills by training people in this area.

Albanian Students Building Business at Their Schools: All over Albania, students (8,000 to date) have started up fast food services, travel agencies, and entertainment companies. They have organized lotteries, shows and concerts and sold newspapers, CD's, jewelry, and T-shirts. The USAID-funded Foundation for Economic Education of Youth (FEEY) is teaching students how to create and run a business. Through the Junior Achievement Student Companies Program, students are getting the opportunity to actually build their own company with the support of their schools and FEEY.

USAID Serbia & Montenegro - Community Revitalization Through Democratic Action (CRDA):

> *"When I grow up, I will not leave my village!" proclaims seven-year-old Stefan Nikolic.*
>
> *Stefan's father, Duško, knows why: "These sheep, we care so much about them. It sounds kind of funny, but we don't look after anything else the same way! They are the family livelihood."*

Throughout rural parts of Central Serbia, families worry about the future in their hometowns and villages. Over the past decade, opportunities for generating a decent income have been few and far between in agriculture-based communities. As children grow up, many look toward the larger cities as places where jobs might be found and lives might be built. However, thanks to USAID's Community Revitalization through Democratic Action (CRDA) program, citizens are changing their future plans and seeking to develop opportunities in the villages where they were raised.

USAID Croatia Small Grants Program: USAID helps local communities address the major needs of youth such as space for activities, assistance to vulnerable groups, community activities related to environmental protection, and the protection of cultural and rural heritage. USAID-supported projects serve as a catalyst for engagement of local government authorities, local NGOs, and the business sector. A recent grant went to a 21-year-old activist who took the initiative to get funding to renovate and equip a new community youth center in Koprivnica. This center has opened its doors thanks to the financial support of the city and a private business to further improve the activities available to youth (see the USAID/Croatia home page for more information).

USAID Russia – Improved Delivery of Social Services:[39] Under a cooperative agreement, the Institute for Urban Economics (IUE) developed and implemented a welfare-to-work program in a number of regions. In Magadan, the administration requested that the program specifically target unemployed youth who had dropped out of school and were headed into juvenile delinquency. Youth were interviewed to ascertain their interests and knowledge level. A program was developed that offered on-the-job training in local businesses that volunteered to help with the program, with Magadan social service agencies picking up part of the costs. Results have been positive with very low drop-out rates. Many of the participants say that they intend to go back to school and (at minimum) complete their primary education.

USAID also supports a Rule of Law Program supporting clinical legal education in selected Russian law schools. Some of the USAID supported legal clinics have a specialized focus on the legal problems of youth.

USAID Response to Strengthening Basic Education Sector:

Other initiatives come from the Education Sector and often target children and youth in school systems. More information can be found at:
http://www.usaid.gov/locations/europe_eurasia/car/briefers/youth_education

- USAID's three-year program (2003-2006) to improve basic education in Central Asia—particularly in Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan—focuses on primary and secondary education. Tertiary and vocational education has received attention from other international donors and is supported by the respective governments. By improving educational quality, the basic education program aims to increase enrollment and graduation rates, as well as parents' satisfaction with the education their children receive.
- A USAID-funded civics education textbook and accompanying teacher training and manuals are in use in secondary schools in Tajikistan, Kazakhstan, and Kyrgyzstan. Democracy summer camps, student local government days, and student action committees round out the extracurricular portion of this program.
- USAID works with the Soros Foundation in Kazakhstan and Tajikistan to train primary and secondary educators to use democratic principles in the classroom, build critical

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[39] Source is an email message from USAID/Russia Program Office, October 2003.

thinking skills, and involve parents. In Kazakhstan, USAID also supports debate clubs for secondary school students.

Building Partnerships and Multi-Sectoral Alliances: Other approaches are Regional and Multi-Sectoral Initiatives, which are best exemplified by the Balkan Children and Youth Foundation, supported by USAID/Washington and the Regional Office.

In 2002, USAID provided three years and USD 3 million to support the International Youth Foundation's work in partnership with the Balkan Children and Youth Foundation to provide grants and technical assistance to youth-serving NGOs in the Balkan region. Support was directed at programs that focused on five priority issue areas: non-formal education, youth employment, technology, democratic and civic participation, and health awareness and preventive care (more information on the effectiveness of this project is available in Chapter Six).

Engaging Youth on Trafficking in Persons (TIP) – The Path to Success: The Path to Success project (Winrock International and Russian Far East NGOs and schools) is a leadership development project designed to decrease the vulnerability of young people to being trafficked by forming and strengthening positive values among youth. The project builds on and strengthens social partnerships among NGOs, mass media, educational institutions and local authorities to conduct information and public awareness raising activities, introduce educational programs, and offer services to women at risk. The program provides grants to NGOs in the following areas:

- Informational and public education work to raise awareness about trafficking in women and girls and to strengthen positive values among youth in order to help them find successful paths in life and contribute to the prevention of TIP.
- Educational activity to develop and implement educational programs based on joint efforts of local NGOs, educational institutions, and trainers.

The beneficiaries will be women at-risk of being trafficked as well as their parents, spouses, relatives, friends, and teachers. The program will also help regional NGOs enhance their capacity to provide public awareness raising events about TIP and services to women at-risk.

CHAPTER FIVE

Integrating Youth into Mission Strategies

As stated in Chapter One of this manual, Missions might consider thinking about youth programming in one of four ways:

- Including youth programs and activities within one or more of the Mission's Strategic Objectives;
- Designing a separate youth objective;
- Integrating youth into the Mission Program across most or all of the Strategic Objectives; or
- Targeting principally youth through the entire Mission program (the radical approach).

Each of these options will be driven by demographics and need. In countries such as Central Asia, Kosovo, Albania, and Azerbaijan, where the demographics show burgeoning youth populations, Missions will want to be sure that youth are adopting reform ideas and skills and that systems are being prepared for their adulthood. In countries where youth populations are not growing as rapidly, Missions may want to assure that reforms not being adopted by current vested interest groups are being inculcated in youth in the hopes that the next generation will adopt them. The need for youth programs will be derived from the youth assessments that Missions conduct as well as from the Mission's assessment of the reform environment and the need to focus on youth so that a market-oriented democratic system will gain a sustainable foothold.

Regardless of the option chose, it is critical to include youth counterparts and youth advisers in strategic planning related to integrating youth into Mission programs. Many Missions employ a highly collaborative strategic planning process and include key counterparts and partners in the process. Some Missions host seminars prior to the vetting of the strategic plan. If a Mission is organizing a seminar series, youth representatives involved in a number of areas of interest to the Mission, such as youth political groups, young entrepreneurs, youth leadership groups, high schools and colleges, sport teams, etc. may be invited. Youth counterparts should also serve as advisors during activity implementation and as participants on evaluation teams.

OPTION ONE: Including Youth Programs and Activities within One or More of the Mission's Strategic Objectives

A number of examples of the first option have been presented in this manual and a wealth of material exists regarding stand alone youth programs targeted at specific issues defined as "youth issues." This Chapter will discuss options two, three, and four in more depth.

OPTION TWO: Designing a Separate Youth Strategic Objective

A Mission might consider having a separate youth Strategic Objective when they want to emphasize one major or a few particular areas of concern for youth and want to make sure that

the area or areas receive adequate attention. For example, a stand-alone SO might focus on "Preparing Youth to be Leaders in a Market-Oriented Democracy" and include activities to promote knowledge about and experience in the private sector; civic education activities and leadership training; healthy life styles activities; preparation for the labor force and school to workforce transition skills; and revamping the education sector to inculcate the skills and values required by a market-oriented democracy.

A separate SO for youth might be warranted, if there are extraordinary concerns related to demographic, political stability or skill shortage trends. A youth SO could be considered, if, for example, the following conditions exist:

- 40-50 percent of a country's working age population is between 15-30 years old, and there is evidence of low labor market participation and/or high unemployment among labor market participants;
- HIV infection rates reach a prevalence among young people so as to threaten the future stability of the workforce;
- Unrest, violence, and criminality among males under the age of 25 threaten to destabilize political order; and
- Credible projections indicate an unprecedented exit of certain skills from the labor market (either due to retirement or migration) resulting in foreseeable skill shortages in critical, competitive industries in the medium to long-term.

The advantage of having a stand alone Strategic Objective is that youth are openly highlighted and the SO team becomes an advocate for youth issues in the Mission. The disadvantage of having a stand-alone Strategic Objective is that activities directed toward youth will not be as integrated with other Mission activities as is desirable. Therefore, integration of youth in all SOs would be the preferred option in most cases.

OPTION THREE: Integrating Youth Into the Mission Program Across SOs

Ideally, every Mission would integrate youth into their programs across Strategic Objectives. Within each Strategic Objective, the Mission should have a clear understanding of how the issues impact youth, involve youth, or specifically address youth. There is often a strong argument for "proportionality," that is, that programs should include youth in proportion to their percentage in the population.

Steps to Integrate Youth Across SOs

Missions can take a number of steps to determine how to integrate youth across their SOs. The first step, of course, is to conduct a comprehensive youth assessment to determine the attitudes of youth and to determine what youth view as their major challenges. From there, Missions can review their Strategic Objectives and determine how to target youth within those objectives in such a way as to address the attitudes, issues, and concerns that were identified in the assessment.

One approach a Mission might employ would be to select a "defining problem" within the youth cohort, and then to challenge teams to design meaningful responses to that problem from their respective vantage points. Someone in the Mission (or in Washington) has to act in the role of "ground-truther," however, to make sure the respective parts add up to a defensible, realistic whole.

Some examples of ways to target youth across various sectors are provided below.

In the area of **labor markets**, a Mission could focus on issues pertaining to (future) first time job seekers, including:

- Information, networks, mentoring. Do school leavers have adequate access to information and opportunities for entry level positions? Are school administrators connected to private sector networks, recruiters, job feeding programs? Are they incorporating feedback from the employer community into the design of curriculum, in-service teacher training, and extra-curricular programs?

- Skills. What virtual technologies and actual structures (clubs, centers) exist to help young people acquire basic and advanced skills they can use in the market?

- Cultivating leadership and innovation. A frequent complaint is that young people are not optimistic about their own future, which in turn affects their attitudes and willingness to participate in a system that they feel does not benefit them. Youth, however, are often influenced and inspired by the examples within their own peer group. Domestically driven, competitive award programs for different age levels can begin to identify and cultivate young leaders and innovators in a variety of occupational fields. Such awards can play a role in educating young people about potential career choices and motivate them to think about their skills early on. But these kinds of programs have to be meaningful rather than honorific, be seen as genuinely prestigious, and based on merit. To the extent that corporations can take the lead (e.g., GE science prize model) they too benefit by identifying future talent and being seen as good corporate citizens.

- Attitudes, expectations, opinions. Efforts to survey these should begin well before youth reach school leaving age. No program can help address youth needs if it does not seriously involve them in the discussion. Gaining an insight on youth attitudes and expectations, whether related to their work habits, participation in the formal economy, using credit wisely, saving for the future, or other goals, can help drive smart programming choices,

In the field of **education**, issues pertaining to youth can be examined under three specific country scenarios: a) a general peace-time situation; b) a post-conflict situation; and c) on-going ethnic tensions with possible spill-over into conflict.

In a country experiencing peace, a precipitous drop in secondary school enrollments and attendance rates over a period of time would require an increased emphasis on youth (a three-year decline would already be of concern). Likewise, one should consider the progression to tertiary education. If this rate has not changed significantly, this would raise a question of increasing the gap in social cohesion with significant implications for development of civil

society and political stability. The implications for workforce issues would be different in countries with upward and downward demographic trends, both presenting specific challenges in terms of supporting future economic growth.

At the upper secondary and tertiary levels, special attention should be paid to the issue of equitable access and specific barriers, especially corruption in the system of admissions, testing, buying grades, etc. There is considerable evidence that suggests that several countries in the E&E region have significant corruption issues in the education sector, particularly at the tertiary level. Prolonged lack of attention to this issue will have adverse effects on the overall system of values transmitted through education institutions, which are primary instruments of socialization. Lack of equitable access to education also results in a substandard workforce. Depending on the predominance of such practices, a Mission might want to develop a concentrated effort to address this aspect of the system.

In a post-conflict situation, similar arguments would apply with perhaps special attention paid to designing flexible programs (formal and non-formal) aimed at re-integration of youth into the education environment, specifically addressing skills/workforce development.

In situations characterized by on-going ethnic friction, analysis would need to focus on secondary and tertiary enrollments and retention rates disaggregated by ethnic origin. As above, the issues are most likely systemic: lack of equitable access to education and poor quality of education due to serious financial constraints. Most of the countries in the E&E region have significant indigenous minorities who are an important component in the ongoing development processes. Whether their contribution is positive or negative will, to a large extent, depend on the policies adopted by a given country. This is a very important issue for consideration in USAID programming, both in terms of civil society and political stability.

In the area of **democracy**, approaches to integrate youth include hosting workshops on corruption for primary school age children, where children role-play scenarios (Russia – part of a larger IRIS anti-corruption activity) and so-called "street-law" programs run by ABA/CEELI, where law students conduct workshops in high schools on applied legal issues – more a "know your rights" than a broader civic curriculum.

An example is the USAID/Caucasus-Georgia Country Strategy FY 2004-2008. In its recent strategy, USAID/Georgia made a concerted effort to assess the youth situation and to assure that their Strategic Objectives adequately responded to the critical issues related to youth. By conducting an analysis of "Youth as a Future Resource," the Mission identified problems and prospects for youth, which they then addressed programmatically. The Mission integrated youth-targeted activities across SOs as follows:

- SO 1.31 (Economic Growth) recognizes the latent entrepreneurial talent of young people. The Junior Achievement program will work at the secondary level to instill basic entrepreneurial skills and practical micro-enterprise experience, whetting the appetite of the youth school-leavers for a business career or even business school education at the university level. In addition to teaching simple accountancy, inventory control, marketing, and the rudiments of defining a business plan, Junior Achievement more

subtly teaches youth concepts of ethical behavior in business dealings and the importance of integrity and responsiveness in non-family, non-clan personal relationships.

- SO 1.51 (Sustainable Energy) will make special efforts to mobilize young people, to make them aware of energy production and conservation issues, and to influence attitudes of their parents in targeted communities located inside selected "distribution service areas" (DSAs).

- SO 2.31 (Democracy and Governance) and its partners have placed special emphasis on helping Georgian youth understand the basic principles of a "culture of lawfulness" – a new mindset that embraces citizens' responsibility for accountability and transparency in political and social relationships. Political party development now emphasizes the issues relevant and appealing to the citizens. Additional initiatives on "civic education" of youth are planned under this SO.

- SO 3.4 (Health and Social Development) deals with youth indirectly through its community mobilization program (roughly 50 percent of which is for school construction and rehabilitation) and youth-centered social programs in conflict regions of Georgia. It also includes the overall improvement in the health status of youth. An important segment of the Mission's efforts to stimulate private stewardship of communities' problems will be aimed at the involvement and participation of youth. The scale of community projects (such as school and drinking water system rehabilitation, sports/cultural clubs, small bridge and culvert repair) is well suited to an active youth role, even in the lead role. The SO's work in health system management and financing at the local level – an expanded initiative of this Country Strategy – promises to provide a sustainable foundation for continued improvement in children and youth health beyond the immunization and communicable disease advances of the past decade. HIV/AIDS and STIs, and especially their youth dynamics, continue to receive special programmatic attention in SO 3.4.

USAID will also be conducting a Special Initiative in Anti-Trafficking in Persons, which, *inter alia,* will aim at the international child and adolescent prostitution rings operating in Georgia.

OPTION FOUR/THE RADICAL OPTION: Targeting Youth Through the Entire Mission Program

The reform environment in some countries in the region is not conducive to working with the current governments and invested interests to implement the economic, democratic, and social changes required to support the transition toward a market-oriented society. Some Mission Directors in the region have even stated publicly that the current generation does not understand or does not have the intention to understand the basic tenants of democracy but continue to operate in crony systems. They stress that true democracy will only come with "the future generation." A number of Missions have also stated that their policy is directed at "the next generation." This strategy shift is not always reflected in changed program or budget priorities, however. If a Mission has decided that the current generation is lost in terms of effecting change and the next generation must be the target, then the Mission portfolio and budget should change dramatically to reflect the results of an assessment of pressing issues among youth.

CHAPTER SIX

Promising Practices and Ideas

Research on effective youth policy and practices is abundant, and promising practices have been documented in many publications, foundation research, and conferences in the U.S. and globally. However there is less specific data available about effective practices for youth in transition countries. Work is currently being done to study this issue and several USAID-funded programs such as the Regional Balkan Children and Youth Foundation and Equip 3 are designed to help document and support effective youth development policies and projects.

The International Youth Foundation (IYF) recently published a series of nine documents entitled *What Works* (in youth programs and practices) based on worldwide programs. The documents range from *What Works in Education*, *What Works in Youth Employment* to USAID-funded *What Works in Building Tolerance among Balkan Children and Youth* (see Chapter Seven or go to www.iyfnet.org for a complete list of documents).

The International Youth Foundation's work is based on the beliefs that throughout the world successful programs exist that are effectively meeting young people's needs. With its partners, IYF has identified many of these programs and accumulated knowledge concerning effective strategies for addressing a wide range of children and youth needs—from innovative means of applying technology to enhance young people's learning to holistic approaches for equipping young people with valuable life skills.

A number of these key discoveries are captured in IYF's *What Works in Youth Development* series, which examines cutting edge issues in the field and aims to provide practitioners, policymakers, donors, and others supporting youth initiatives with insights into effective practices and innovative approaches impacting young people around the world.

All of IYF's program activities are clustered around the following five issue areas, which form the core of IYF's global youth initiatives.

- **Innovative Learning** to enhance the educational opportunities available to young people both inside and outside of school. Special emphasis is placed on making education more relevant to young people's needs and the application of technology to expand and enrich young people's educational opportunities.

- **Youth Employment** to improve the job and livelihood skills of young people, as well as to promote workplace improvements and enhance skills that make their first job experience more positive and productive.

- **Life Skills** to equip young people with essential skills for living, including self-esteem, effective communications, decision making, critical thinking, teamwork, and leadership skills.

- **Youth Participation** to promote the role of young people as leaders of positive social change in their communities.

- **Health Education and Awareness** to prepare young people to lead healthy lives and make informed decisions concerning key health issues.

Other organizations such as the Academy for Educational Development Center for Youth Development and Policy Research have conducted numerous research studies pointing to promising practices in working with youth, particularly in non-traditional settings in the U.S. UNICEF, through its Monee Center and reports such as *Youth in South Eastern Europe*, has highlighted recommendations, practices, and policies within countries struggling to make the transition to a stable democracy and market economy. The World Bank's recently published strategy paper, *Youth - Strategic Directions for the World Bank*, is based on field research, extensive youth interviews, and a youth conference outlining strategies and practices.

In a paper for USAID, Gwen El Sawi proposed guidelines for youth development activities, stating, "Development without Including Youth Is Not Sustainable" sums up the importance of focusing on and engaging youth. So, how can we begin to work with youth as full partners? How do we create 'youth friendly' environments? How can the energy and idealism of youth become an asset to communities while helping youth gain the skills and competencies to be productive, contributing members of society? …The underlying principle is for youth to gain transferable skills to earn a livelihood while making a contribution to the development of their community and ultimately their nation."[40]

A. Guidelines Based on Promising Practices

A beginning list of best practices is offered in El Sawi's paper for USAID's consideration in planning activities that focus on the resources for youth development activities. The intention is to help youth develop skills and competencies to practice and positively contribute to the development of their communities and nation. This list should be tested further, evaluated, expanded, and refined as part of a growing trend toward identifying and using best practices with youth as full partners and resources in development.[41]

- Give youth a seat at the table – engage them as full contributing partners at all stages of program and activity planning, implementation, monitoring, and evaluation.
- Encourage experiential learning (hands-on learning), coupled with reflection as one of the most effective learning and skill development strategies.
- Advocate and provide internships, service learning, and mentoring as effective "hands-on-learning" approaches.
- Advocate and encourage communities and the public/private sectors to learn how to help youth gain skills through paid and volunteer services. Help internship providers learn how to be effective mentors and facilitators of experiential learning.

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[40] Gwen El Sawi, USAID/EGAT/ED, *Youth Capacity Building Best Practices: Guidelines to Consider for Youth in Development Activities*, September 2003, p.1.
[41] Ibid., p.1.

- Provide opportunities for youth to develop core skills that can be transferred to income generating activities, for example, project planning, needs assessments, budgeting, evaluation, self-assessment and management, negotiation, and parliamentary procedures.
- Focus on building human capacity vs. the quick and easy deliverables. For example, do not provide too many computers (PCs) without building the human capacity to effectively use and apply them to solve real life issues and problems. Consider that you are building the next generation of local, regional, and national problem-solvers.
- Proactively select partners when engaging youth. Use carefully constructed criteria linked to the objectives of the activity for selecting youth as partners. Be as open and transparent about the criteria and selection process as the situation permits.
- Build on strengths. Do not reinvent the wheel – use localized, tested training materials and resources. Help youth and members of the community appreciate what they have as local resources (human, natural, social, and financial) within the community. Encourage and facilitate collaboration at the local level.
- Listen to what youth are saying, what they are not saying, and try to understand why.

B. Principles for Youth Programming

Positive youth development literature and research indicates that approaches that work best include (but are not limited to) the following strategies:

- Engaging youth as resources or assets;
- Empowering youth as active agents of social change and decision makers;
- Fostering meaningful youth – adult partnerships;
- Building public-private partnerships for youth development;
- Supporting capacity building at the community and national levels; and
- Encouraging the growth and development of local NGOs that work with youth.

The International Youth Foundation describes the emerging research in developmental psychology as moving toward a view of youth as assets and decision makers.[42] For example, social scientists in the U.S., U.K., and Scandinavia are supporting a perspective of youth as protagonists and active social agents to be understood in their own right with the strong potential to contribute to the public good.[43]

IYF has, based on its own research funded primarily by the Kellogg Foundation, outlined a framework for promising programming and services that design interventions to build a set of core competencies. This approach looks at young people through a holistic lens, addressing the broad range of their social, moral, emotional, physical, and cognitive competencies. The IYF "5Cs" model of desired outcomes for effective programs is:

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[42] Silvia Golombek, *What Works in Youth Participation: Case Studies from Around the World,* International Youth Foundation, 2002.

[43] Allison James and Alan Prout (Eds.), *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood,* The Falmer Press, 1997.

- **Character.** Youth acquire a sense of responsibility and accountability to thrive despite adversity.
- **Confidence.** Young people develop a sense of self-worth based on their ability to make choices and take the initiative.
- **Connection.** Young people develop a positive sense of belonging to their community, to caring adults and to their peers.
- **Competence.** Youth are enabled to master sound educational and vocational skills to earn a living.
- **Contribution.** Youth become civically minded and wish to contribute their time, ideas, and talents to better their communities.

The final "C" (Contribution) is seen as both an input and a desired outcome of effective youth programs. Young people gain self-esteem, confidence and essential life skills such as decision making, conflict management, teamwork, and the ability to work in diverse environments. As they build these competencies, youth begin to think and act as partners and stakeholders in society. They acquire a sense of responsibility for the common good and internalize a positive attitude toward active citizenship.[44]

C. Promising Approaches

USAID has had a limited amount of time in the transition countries to make a contribution to the youth policy field and to make a sustainable difference in the countries' abilities to successfully transform into stable, economically and socially viable environments. Therefore, it is critical to incorporate youth into the strategies and directions for USAID Mission priorities. Examples of approaches that appear to be working include regional, national and specific programmatic or sectoral approaches.

Capacity Building at the Regional Level

A promising example of capacity building at the regional level is the recent initiative that established the Balkan Children and Youth Foundation (BCYF), headquartered in Skopje, Macedonia. This program is being funded primarily by USAID with additional contributions from the Swedish International Development Agency (SIDA), the Royal Danish Ministry of Foreign Affairs, and several private donors.

The BCYF is modeled on a similar initiative successfully launched in Poland in 1992, the Polish Children and Youth Foundation (PCYF). PCYF, with the initial support of IYF, pioneered the approach of improving the conditions for youth and children in transition economies by:

- Identifying and documenting successful programs and building on what works;
- Strengthening the capacity of youth-serving NGOs;
- Supporting and strengthening youth projects through grants and technical assistance; and
- Building private, public, and NGO partnerships to focus on youth.

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[44] Silvia Golombek, *What Works in Youth Participation: Case Studies from Around the World.*

PCYF is now a successful and self-sustaining foundation with the capacity to raise money from international private and public donors and operate independently. It is dedicated to the well-rounded development of Polish children and youth, ages five to twenty. PCYF accomplishes its Mission through furthering social awareness of children and youth issues in Poland, increasing local support for children and youth initiatives, supporting youth-led activities, replicating *best practices* for children and youth in Poland, and developing partnerships with community-based organizations and local governments for children and youth. PCYF's principal areas of interest include promoting equal educational opportunities, preventing alienation among the young, promoting cross-cultural tolerance, and preventing aggression among youth.

The Foundation cooperates regularly with 150 organizations from all over Poland. Annually, PCYF awards 70 to 80 grants for programs and 40 to 50 grants for youth groups. Some 250,000 children and youth and 3,000 teachers and educators benefit from various Foundation activities annually.[45]

The Balkan Children and Youth Foundation (BCYF), although considerably newer, is showing much promise and has an increasingly wide reach in the region. Founded in 2000, BCYF is dedicated to improving the conditions and prospects for young people throughout the Balkan region. BCYF's goal is to serve as a catalyst in strengthening the youth development sector through a range of capacity-building supports, targeted grant making, and networking opportunities. Promoting greater inter-ethnic cooperation, tolerance, and understanding among the region's youth is a fundamental priority for BCYF.

BCYF is working to identify and strengthen existing civil society organizations working with youth that are meeting young people's needs for:

- Greater civic participation and democracy building;
- Employment training;
- Non-formal education;
- Access to technology; and
- Health promotion awareness.

Capacity Building at the Program Level

Two promising programs supported by BCYF are Democracy Learning in Serbia and the Gjirokastra Youth Center in Albania.

- Democracy Learning – Youth Participation, Group MOST, Belgrade, Serbia: This project is designed to Provide youth with basic knowledge, values and skills in civil society building and working with the NGO sector.

- Gjirokastra Youth Center, Albania: The goal of this project is to contribute to sustainable improvement of living conditions of young people in Gjirokastra by providing youth with general educational services and vocational skills that improve their chances for

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[45] PCYF website, www.pcyf.org.pl.

employment. The project offers several training courses to a target group of approximately 600 youth. Young people have the opportunity to attend classes in mechanics, fashion and design, and office management. Courses are also being offered in stone carving, traditional handicraft and traditional carpentry, with an aim to raise the interest of youth in some "endangered" traditional crafts. The vocational courses will be complemented with courses in computers, journalism, foreign languages, music, and photography.

A complete list of grants given by BCYF is attached in Appendix E. The wide range of projects and issues being addressed by BCYF is impressive, and USAID is able to help BCYF magnify its reach and capacity by partnering with them "to get things done."

Capacity Building at the National Level

One example of capacity building at the national level is Agents of Change, which is working with the Canadian Society for International Health (CSIH) to educate Ukrainian youth and their peers about HIV/AIDS.[46]

"Ukraine has experienced an extremely painful political, economic, and social transition," says Olena Kurysko-Baran, manager of the office of the CSIH in Ukraine. "In this environment, HIV has spread rapidly and it is difficult to organize preventive measures. The infection is in full swing, but the public is not ready to deal with this issue."

Official data indicate that more than 30,000 Ukrainians are HIV-positive, but unofficial numbers put the figure much higher, at about 250,000. More than three-quarters are injection drug users, most between the ages of 20 and 30.

"It's not just an epidemiological situation, but also a social, political, and economic one," says Ms. Kurysko-Baran. "Because of high unemployment levels, people use alcohol and drugs and women become prostitutes. The situation is very dangerous."

CSIH manages the Canadian International Development Agency-funded Youth for Health project aimed at providing Ukrainian youth with the skills they need to become responsible for their own health. The project is a four-year $4.1 million effort, which also looks at eliminating smoking, reducing drug and alcohol abuse, and preventing HIV/AIDS. "Through the project, Ukrainian youth are bringing the government and the community together to work on health promotion and youth issues," says CSIH project director Paulette Schatz. Canadian experts are also helping Ukraine develop a sustainable national health strategy.

- At the national level, Health Canada is involved with the Ukrainian ministries to develop national policies to promote healthy living among youth.
- At the city level, the University of Toronto Centre for Health Promotion is working with the Kyiv City Government to build capacity in development and administration of health promotion for youth programs.

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[46] CIDA, 2005, Agents of Change: Ukrainian Youth Educate their Peers about HIV/AIDS, http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/EMA-218112538-MG9.

- Ukrainian youth, under the Association of Children's and Youth Organizations, are collaborating with the City of Toronto Healthy City Office to establish a health youth resource center and develop health promotion materials such as thematic packages for trainers and peer educators.
- The Ukrainian Ministry of Education is working with the Saskatchewan (Canada) government to develop, implement and assess an integrated health education curriculum in schools.

D. Positive Youth Development Approaches

Growing numbers of professionals are embracing the power of positive youth development approaches to promote healthy adolescent behavior. Youth development approaches involve creating opportunities to meet the basic developmental needs of youth: safety, respect and self-worth, autonomy and identity, mastery and power, and meaning. Youth development approaches view youth as partners, worthy of value and respect, and capable of success and responsible behavior. Youth development approaches honor adolescents' developmental changes, needs, and competencies, such as their growing ability to think independently, hypothetically, multi-dimensionally, abstractly, and relatively.

Perhaps the most impressive youth development approaches are found in the European countries that infuse the principles of positive youth development directly into the fabric of their society. Not coincidentally, these are the same countries that astonish us with their positive statistics on adolescent sexual health outcomes. In these countries, building and supporting the mental and physical health and resilience of youth has reached the tenor of a sustained national campaign. In addition to a socioeconomic environment that sustains healthy development, these countries have employed principles of youth development and research findings to develop national campaigns that normalize healthy youth sexuality, with responsibility for oneself and one's partner.

Youth development in these countries can be conceptualized as consisting of the three R's: Rights, Respect, and Responsibility. These have been nicely summarized in a monograph by Linda Berne and Barbara Huberman:

> Every young person has the *right* to the information and services necessary to make responsible decisions about his or her reproductive and sexual health. This includes the rights to complete, honest, and accurate reproductive and sexual health information; accessible, affordable, and quality health care services; privacy and confidentiality; and caring and supportive relationships with parents and other adults.
>
> All adolescents deserve *respect* as valuable individuals, mainly the respect and support of family, community, and society. Adolescents are to be viewed by adults as assets, having a unique contribution to make. Further, they are to be respected by their society and given good quality education, economic security, and the promise of fulfilling futures.
>
> Finally, rights entail *responsibilities*. Families, communities, and society have the responsibility to provide young people with the support they need to create healthy, fulfilling lives, while adolescents in turn, have the responsibility to act upon the

information and services available to them. The right to information and health services comes with the responsibility to protect oneself and one's partner against unintended pregnancy and STIs, including HIV.

One additional R is also important: ***research***. Public policies that impact the health and the well being of young people should rest securely on scientific research. Science - not politics or religion - should drive public health programs and policies.[47]

E. Community Youth Mapping

An interesting new project designed and pilot tested by the Academy for Educational Development is Community Youth Mapping (CYM), where young people learn data collection and analysis skills, technology and information gathering. It is a catalyst for motivating youth and adults to do a comprehensive analysis of resources and opportunities in their communities. CYM is designed to be the foundation of community information infrastructure and provide information on places to go, things to do, and ways to get help. Accessibility is attained by using simple technology that can track negative and positive trends. It is a strategy that can replace annual needs assessments, maintain an accurate database and a complete picture and map of where the available services and supports are located, and make it easy to identify gaps in services and needs (see www.communitymapping.org for more information and maps of U.S. cities, identifying all services and resources within the area).

Summary: The Case for Working in Youth Development[48]

Human Capital Formation

Investing in youth increases human capital – the knowledge, health, skills, energy, and creativity individuals use to solve problems and earn a living. Human capital formation is one of the strongest engines for economic growth in developing countries.

Youth Livelihoods

When youth are working, families are supported. For workforce development efforts to succeed, they must be designed to meet the needs of youth.

Social Capital and Citizenship

Social capital and citizenship increase when youth are positively engaged. Social capital refers to basic codes of conduct, trust, and cooperative behavior among individuals and groups – the intangible foundations of a free society. Work and service opportunities can be designed to strengthen the sense of citizenship and civic responsibility among young men and women.

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[47] Linda Berne and Barbara Humerman, 1999, *European Approaches to Adolescent Sexual Behavior & Responsibility*, Advocates for Youth, http://advocatesforyouth.org/publications/european_es.pdf.

[48] Gwen El Sawi, EQUIP 3 Program, http://www.equip123.net.

USAID Missions successfully working with youth and garnering change in youth educational and entrepreneurial opportunities will gain widespread support and positive press in the region and in the U.S. The U.S. Congress and the U.S. public respond very positively to success stories of young people worldwide. Improving conditions for young people is a concept easily grasped and one that can be marketed and spread in the U.S. and abroad.

CHAPTER SEVEN

Where Can I Find Out More?

Throughout this manual there have been numerous citations and references to sources of information available at no or low cost. While many more studies, publications, and resources are available some additional key resources that may be of interest to Missions are listed below.

A. EQUIP3 — Youth Trust[49]

EQUIP3 is one of three complementary Leaders with Associates Awards in the EGAT/ED portfolio of mechanisms for USAID Missions or Regional Bureaus to improve the quality of education and learning opportunities for out-of-school children, youth, and young adults. The purpose of the EQUIP3/Youth Trust cooperative agreement is to prepare and engage out-of-school children, youth, and young adults for their roles within the world of work, civil society, and family life through:

- Building the capacity of youth and youth serving organizations;
- Improving policies and programs affecting education, training, and social and economic development of out-of-school youth; and
- Facilitating the involvement of youth in the design, implementation, and evaluation of these activities.

The program will help USAID and countries around the world improve learning and skill development opportunities for out-of-school young men and women. EQUIP3/Youth Trust will help organizations that help children and youth develop a positive image of themselves as important contributing members of society. EQUIP3/Youth Trust will support efforts that help young people increase educational, life, and work skill levels; lead healthier lives; and contribute to the social, economic, and civic development of their country.

To obtain EQUIP3/Youth Trust services the Mission first identifies the need to include out-of-school youth as an asset/resource to help accomplish and support strategic plan results. Once the Mission has identified this need, they communicate with their USAID Cognizant Technical Officer (CTO) and the EQUIP3 team and propose a program description and budget estimate. The EQUIP3 team responds to the Mission's proposed program and the Mission Contracting Officer (CO) negotiates an agreement and final approved budget with the EQUIP3 leader organization.

For additional information, contact Paul Sully, Project Director, Educational Development Center, psully@edc.org. Partner organizations include Educational Development Center, International Youth Foundation, Academy for Educational Development, and the National Youth Employment Coalition.
Website: www.equip123.net

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[49] Description taken from EQUIP 3 - Youth Trust brochure

B. USAID's Global Development Alliance

The Global Development Alliance (GDA) is USAID's commitment to change the usual way of implementing its assistance mandate. GDA mobilizes the ideas, efforts and resources of governments, businesses, and civil society by forging public-private alliances to stimulate economic growth, develop businesses and workforces, address health and environmental issues, and expand access to education and technology.

In the 1970s, 70 percent of resource flows from the United States to the developing world were from official development assistance and 30 percent were private. Today, 80 percent of resource flows from the United States to the developing world are private and 20 percent are public. These changes reflect the emergence of the private for-profit sector and the non-governmental sector as significant participants in the development process.

The Global Development Alliance approach responds to this changed environment and extends USAID's reach and effectiveness in meeting development objectives by combining its strengths with the resources and capabilities of other prominent actors.

Alliances incorporate the breadth of USAID and partner resources to arrive at solutions only available through pooled efforts. The resources united are as diverse as the alliances themselves, including technology and intellectual property rights, market creation, best practices, policy influence, in-country networks, and expertise in development programs, ranging from international trade to biodiversity protection. Together, the combination of complementary assets has encouraged innovative approaches, more effective problem solving, and deeper impact.

A recently funded GDA initiative focuses on youth employment in the Latin America region and models a public-private partnership focused on youth employment and training. The website includes information on youth oriented programs in Macedonia, Albania, and Serbia and Montenegro.
Website: http://www.usaid.gov/locations/europe_eurasia/youth/

C. World Bank Projects and Websites

The World Bank Project focuses on a discussion of the role of young people in peace and development opportunities for further cooperation between youth organizations and the World Bank. Four priority areas are analyzed for future collaboration: HIV/AIDS and risky behaviors, education, conflict prevention, and youth employment.
Website: http://wbln0018.worldbank.org/EURVP/web.nsf/Pages/YDP2003-Home

CHAPTER EIGHT

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"What Works" Series- International Youth Foundation

IYF's "What Works in Youth Development" series provides practitioners, policy makers, and donors with insights into policies and innovative approaches impacting young people around the world. Through IYF's "Youth in Action" publications, young leaders throughout the world who are spearheading positive social change in their communities are introduced.

What Works in Building Tolerance Among Balkan Children and Youth
by Cathryn L. Thorup, Ph.D. Foreward by Martti Ahtisaari
International Youth Foundation © 2003
$12 plus shipping and handling

What Works in Education Reform: Putting Young People at the Center
by Joel Tolman with Patrice Ford and Merita Irby
International Youth Foundation © 2003
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What Works in Youth Media: Case Studies from Around the World
by Sheila Kinkade and Christy Macy
International Youth Foundation © 2003
$12 plus shipping and handling

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What Works in Education Facing the New Century
by Rosa Maria Torres
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What Works in Public/Private Partnering: Building Alliances for Youth Development
by William S. Reese, Cathryn L. Thorup, and Timothy K. Gerson
International Youth Foundation © 2001
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What Works in Engaging Business in Youth Employment and Livelihood Strategies
By Steve Waddell, MBA, Ph.D. Foreword by Rick Little
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APPENDIX A

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Youth in Southeastern Europe
www.developmentgateway.org

Academy for Educational Development, Center for Youth Development and Policy Research
www.aed.org

EQUIP 3, Youth Trust
www.equip123.net

International Youth Foundation
www.ifynet.org

UNICEF home page
www.unicef.org

UN Millennium Development Goals
www.un.org

UN Development Programme
www.undp.ru

Academy for Educational Development
www.communityyouthmapping.org

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www.younglives.org.uk/data/publications

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www.nydic.org

APPENDIX B

USAID Hot Spots Discussion Paper

MEMORANDUM

To: Kent Hill, AA/E&E
                Gloria Steele, Senior DAA/E&E
                Paula Feeney, Acting DAA/E&E
                Brock Bierman, Special Assistant

CC: E&E staff

From: Randal Thompson, Acting Director, DGST

Date: August 21, 2003

Subj: Social Issues Critical for Sustainability of Reform – Education Sector

Over the past few months, the Social Transition office has been investigating critical social issues that may threaten the sustainability of democratic and economic transition in the region. Attached is the first of four sector discussion papers, which covers our most recent research on education in Europe and Eurasia. Three future memos will address issues relating to labor, health, and target/at risk groups. Each memo will be designed to foster a preliminary discussion of countries where there is reason for concern in that particular sector, and together they will contribute to a composite view of threatened countries.

On September 17, we will host a brown-bag lunch where Bureau staff can discuss the findings in education, labor, health, and target/at risk groups, and their implications for future USAID programming. We are beginning to circulate these discussion papers now so that everyone has ample time to read and comment on them before the brown bag. We would greatly appreciate your feedback as we proceed toward completion.

After the brown-bag discussion, we will develop a final discussion paper that will integrate all our research and provide more specific recommendations regarding where AID might usefully intervene in the social sector at large. This final report, and the revised versions of the four sector papers, will provide a useful starting point for discussions at the Mission Directors' conference in October.

Credit for the research forming the basis of this memo goes to, in alphabetical order, Amy Bates, Dan Cain, Luba Fajfer, Liz McKeon, Alex Moss, Bart Nemmers, and Ron Sprout.

Social Issues Critical for Sustainability of Reform
Education Sector Discussion Paper

Introduction

Education prepares the youth of today to become economically productive and democratically engaged citizens tomorrow. Under the Soviet Union, the Eurasian states' socialist educational systems ensured nearly universal access to primary and secondary education, creating a citizenry with literacy rates often higher than those in western countries. Unfortunately, the process of transition unleashed financial strains that have sent school enrollment rates tumbling across the region, narrowing the gap between the transition countries and other developing nations. If left unchecked, these negative trends could threaten efforts to create sustainable democratic and economic reforms. In this discussion paper, we use comparative data to assess the performance of the education systems in Europe and Eurasia. Through examining each country's performance in a global context over time, we can identify strengths that can be built upon and weaknesses that should be addressed.

Methodology

Nearly ten USAID staff members helped in the development of a comprehensive framework of analysis, which was refined over several months. The final conceptual framework is based on four pillars and includes over twenty indicators that capture critical dimensions of the education sector, including enrollment, attainment, equity, and funding. The data used were primarily for years 2000 or 2001 and from the UNICEF Social Transition report or the World Bank EdStats database. The donor assistance data was from the OECD Creditor Reporting System, which records contributions from bilateral donors in the Development Assistance Committee and major multilateral organizations.

The analysis was structured around four pillars:

Pillar	Rationale	Indicators
Level Strength: Participation and Outcomes	These indicators measure the country's performance at each of the core levels – primary, secondary and tertiary. They demonstrate how many children are enrolled at each level, which helps us understand issues of access and equity. The trend variables give insight into recent changes and allow us to note dangerous warning signs.	Primary Education • Preprimary enrollment rate • Trend in preprimary enrollment • Primary school enrollment rate • Trend in primary enrollment • Primary completion rate Secondary Education • General secondary enrollment rate (academic) • Total secondary enrollment rate (academic + vocational) • Trend in secondary enrollment Tertiary Education • Tertiary enrollment rate • Trend in tertiary education

Pillar	Rationale	Indicators
Education System Strength: Commitment, Funding and Outcomes	These indicators capture the overall strength of the educational system. They show whether the government is committing adequate resources, and how much education young people are actually receiving.	• % of GDP spent on education • Change in the % of GDP spent • % of government spending directed to education • Education wage gap • Youth illiteracy rate • Average years of schooling
Context: Demography, Resources and Efficiency	These indicators, while not specifically related to education, are important because they demonstrate the size of the problem, the resources that can be gathered internally, and the likelihood of proper management of reform efforts.	• Per-capita income • Demography • Government effectiveness • Control of corruption
Donor Support	This data shows us how much external resources are being devoted to addressing the weaknesses noted in the other pillars.	• Total aid for education (Advanced technical, managerial, and vocational training; early childhood; facilities; policy and administration; research; primary, secondary and higher education; teacher training; and unspecified levels) • Funding for primary education • Funding for secondary education • Funding recorded for higher education.

To ensure that we judged the region's performance fairly, we compared the results on each key indicator to multiple external standards, such as the OECD and sub-Saharan Africa averages. For each indicator, a "vulnerability threshold" was chosen based on the performance of medium-income countries around the world. Those E&E countries that failed to meet this benchmark were considered "vulnerable." After extensive statistical analysis and discussion among key staff members, all the countries in the region were sorted into tiers based upon how many indicators they were below the threshold on. We believe that if the education system in an E&E country consistently fails to meet these benchmarks, it will be difficult to create sustainable economic growth and democratic reforms.

Results

As the data show, many of the countries that are weak at one level of education are also weak at the others. However, other countries are performing significantly better at some levels than at others. Ukraine, for example, has low primary enrollment but relatively higher secondary and tertiary enrollments, which suggests that access to education may be inequitably confined to better-off segments of the population.

Although there are signs that the educational systems in the E&E region may have "bottomed out" and are beginning to improve again, our research has uncovered many areas of potential concern, especially in the countries in the lowest two tiers. In the following section, we look across sub-sectors in the field of education and briefly compare the performance of the best and worst performers in the region and show how the region stacks up in the global context.

	Primary Education	**Secondary Education**	**Tertiary Education**
First Tier	Belarus Bulgaria Croatia Romania Russia Serbia-Montenegro Uzbekistan	Belarus Bulgaria Macedonia Russia Romania	Belarus Bosnia and Herzegovina Bulgaria Croatia Georgia Kazakhstan Kyrgyzstan Romania Russia Ukraine
Second Tier	Albania Azerbaijan Georgia Kazakhstan Kyrgyzstan Macedonia Moldova Ukraine	Albania Armenia Croatia Georgia Kazakhstan Ukraine	Albania Armenia Azerbaijan Macedonia Moldova Serbia-Montenegro
Third Tier	Armenia Bosnia and Herzegovina Tajikistan Turkmenistan	Azerbaijan Bosnia and Herzegovina Kyrgyzstan Moldova Serbia-Montenegro Tajikistan Turkmenistan Uzbekistan	Tajikistan Turkmenistan Uzbekistan

Primary Education

While in the EU, 97% of children attend pre-school, the regional average in the E&E region is only 53%. At the very bottom are Tajikistan, Kyrgyzstan, Bosnia and Herzegovina, and Kazakhstan, where less than 15% of children are enrolled in preschools. Across the region, pre-primary enrollment rates have dropped sharply over the past decade as government education budgets shrunk and privatized enterprises stopped sponsoring preschool programs for employees' children. Inequities in access to the remaining preschool slots often means that poor and rural children are behind their more privileged classmates as early as the first year of primary school, creating achievement gaps that only worsen as the children age.

In contrast, most countries' primary school systems have weathered the first decade of transition with enrollment rates still in the high nineties and completion rates of 95% or better. However, in two countries – Armenia and Turkmenistan – the primary enrollment rates are lower than the

average for sub-Saharan African countries (86%), and in six countries, at least one child in ten never completes primary school.[50]

Secondary Education

In the third tier countries, less than a quarter of youths are enrolled in academic secondary schools, and as many as seven out of ten youth are not enrolled in any form of secondary education. These enrollment rates reveal the vast cohort of youth who are not receiving opportunities to develop their skills, but they only hint at the vast inequities in access to further education that lie beneath the surface. In many countries, the continuation rate from primary to secondary education is dropping at the same time as the continuation rate from secondary to tertiary education is rising. The elites are receiving more education, while those without family wealth or connections are pushed out.

Education Funding

Over half the countries in the region devote less than 4.1% of their GDP to education, which is only 75% of the Northern Tier country average of 5.5%. Unfortunately, the countries with the very lowest rates – Georgia, Armenia and Tajikistan each devote less than 2.5% of their GDP to education funding – are also largely the poorest countries in the region, so not only is the *slice* smaller, it's a slice of a smaller *pie*. Thankfully, the precipitous decline in education funding observed over the 1990s appears to have bottomed out and in recent years funding has increased slightly in all countries except Albania.

Attainment

The World Bank uses countries' current enrollment and graduation rates to predict the number of years the average child entering school today would be expected to complete. The dismally low years of schooling in some countries raises concerns about the ability of current educational systems to create a

Average Years of Education Completed

EMU Average: 15.1; Bulgaria: 12.71; Regional Median: 11.4; Azerbaijan: 10.55; Yugoslavia: 10.25; Tajikistan: 9.94; Moldova: 9.74; Armenia: 8.45; Georgia: 6.42

Source: World Bank, 2003

human capital-rich workforce. Compare, for example, the EU average (15.1 years) or a higher performing E&E country such as Bulgaria (12.71 years) to Moldova (9.74), Armenia (8.45) and Georgia (6.42). This problematic trend is compounded by the fact that many of the countries identified as the lowest performers in the education sector also have the highest percent of school-age children. Over 30% of the population of Azerbaijan, Tajikistan, Turkmenistan, and Uzbekistan are under the age of 15. Not surprisingly, in many of the countries where education systems are poor, youth unemployment is distressingly high. The official unemployment rate
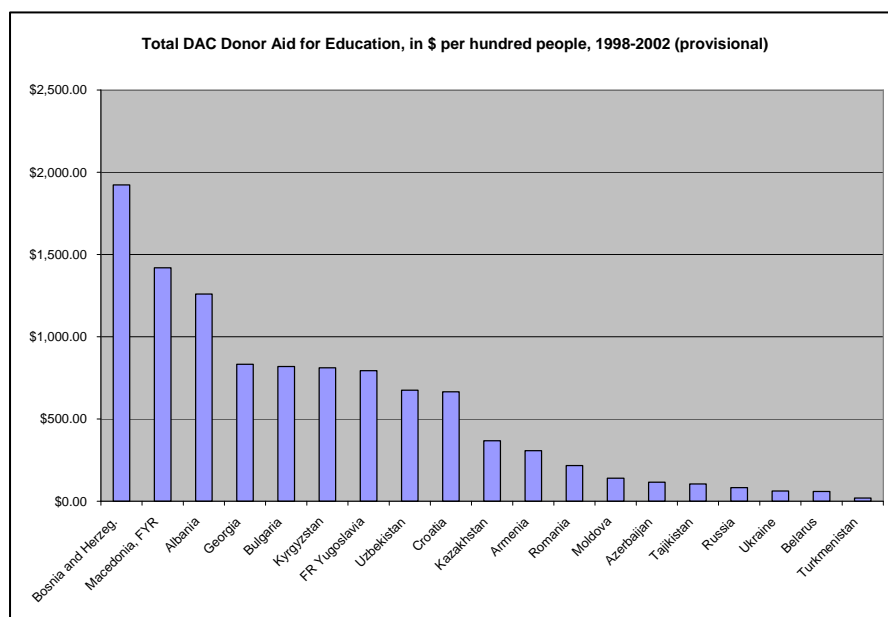
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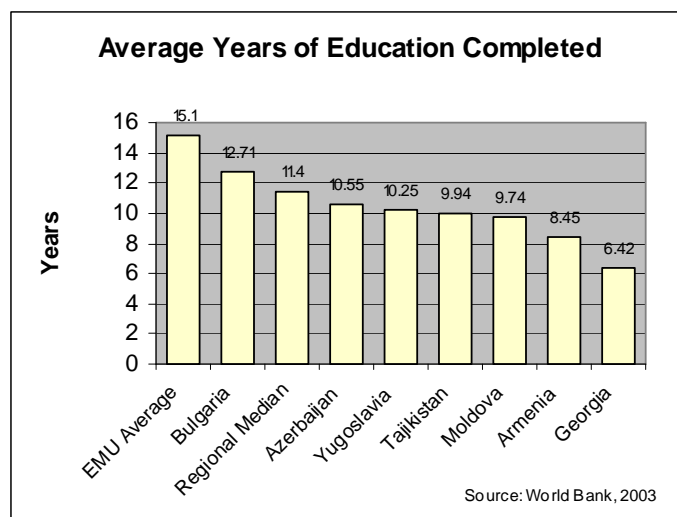
[50] The *gross* primary enrollment rate in Sub-Saharan Africa, and in many E&E countries, is artificially inflated by the presence of over-aged students and can therefore be over 100%.

among youth age 15-24 is 46% in Azerbaijan. In Yugoslavia, it is 64%, 3.74 times the adult rate.[51]

Donor Support

Data on donor commitments from 1998 to 2003 reveal that bilateral and multilateral donors seem to concentrate on different regions. Bilateral donors direct the majority of their aid to countries in Southeastern Europe, none of which fall beneath the vulnerability threshold in total aid for education. Multilateral donors, primarily the World Bank and Asian Development Bank, concentrate on the Central Asian Republics and Caucasus. They support substantial programs in Uzbekistan, Kyrgyzstan, and Georgia and have new programs expected to begin soon in Tajikistan and Azerbaijan. No ADB or WB education programs exist or are being planned for Turkmenistan, Belarus or Ukraine.

Countries with low levels of donor aid and high vulnerability are Turkmenistan, Tajikistan, Moldova, and Azerbaijan. All four fell into the lower tiers for all three educational levels and received the least aid for total education at one other level. In secondary education, half of the 14 countries in the second and third tiers received less than $10 for every hundred people from 1998 to 2002. The high number of vulnerable countries receiving low levels of support for secondary education stands out since in general the poor performing countries at the other levels are receiving more aid to help them address their problems. Turkmenistan and Ukraine are the only poor-performing tier countries receiving the lowest levels of assistance in primary and tertiary education.

Total DAC Donor Aid for Education, in $ per hundred people, 1998-2002 (provisional)

It is important to note that the total education category likely includes some money that assists specific levels of education but is classified under categories such as facilities and administration. In addition, aid from non-DAC donors and some multilateral organizations may be relevant although not included in the Creditor Reporting System.

We have more detailed information on what education assistance is being provided on a country-by-country basis which we will use for further discussions.

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[51] Azerbaijan's rate is from UNICEF's Young People in Changing Societies (2000). Yugoslavia's rate is 2000 data from UNICEF's TransMONEE Database (2002).

Next Steps

Although we have reviewed a broad swath of data, there are still many pieces of the picture missing. In certain countries there are a number of data gaps, most notably in Bosnia and Herzegovina, Uzbekistan, and Turkmenistan. Kosovo is not mentioned at all. In addition, the issue of the quality of education provided has not been adequately investigated. The OECD's Project for International Student Assessment (PISA), which tests 15-year-olds to gauge student learning around the world, includes only a couple of E&E countries, not enough to be useful for comparing education quality within the region, but more than enough to indicate that even those students lucky enough to receive secondary education may not be fully prepared to compete in the global market. Although we have included useful proxies for the policy environment in each country around the region, we have not deeply investigated the political commitment to education reform, which will be crucial for ensuring the success of USAID initiatives.

Possible Role for USAID's Assistance in Education

Our recommendations for USAID's possible assistance to education will be finalized in September after the scheduled brown bag lunch and after analysis of all the social sector data is completed and discussions are held with the World Bank, the EBRD, the United Nations, possibly other donors, and with the field Missions. These discussions will allow us to provide a clearer "funding gaps" analysis.

It is clear that problems in the education sector are deeply entrenched and that although donor assistance has and will continue to be significant in many of the most troubled countries, AID may still have a useful role to play. Approaches which are implied by the data which we would like to discuss include:

1. Continuation and perhaps expansion of the CAR Education Project beyond its initial three years. It is clear that this project will need more time in order to effectively deal with the many problems in the area.
2. Educational Allowances: We will explore the feasibility of recommending educational allowances for families to keep their children in school. These allowances have been implemented in poverty reduction programs in such places as Mexico with considerable success and are one possible approach to foster school attendance and completion without having to design a large overhaul of the education system.
3. Recommendation to initiate education projects in vulnerable countries receiving relatively low levels of assistance such as Moldova.

Attachment 1: Vulnerable Countries on Individual Indicators
Countries listed in bold were classified as "highly vulnerable."

	Level of Education Spending, % GDP	Change in Education Spending	Education Spending % of Gov. Total	Education Wage Gap	Youth Illiteracy	Years of Schooling
Education System Strength	Georgia Armenia Tajikistan Albania Romania Russia Azerbaijan Kazakhstan Bulgaria Kyrgyzstan	Albania	No countries identified.	Armenia Russia Kyrgyzstan Moldova Azerbaijan Tajikistan	Albania	Georgia Armenia Moldova Tajikistan Serbia-Montenegro

	Per Capita Income	Demography	Govt. Effectiveness	Corruption Control
Context	Tajikistan Moldova Uzbekistan Georgia Kyrgyzstan Armenia Azerbaijan Albania	Tajikistan Turkmenistan Uzbekistan Kyrgyzstan Azerbaijan	Turkmenistan Tajikistan Uzbekistan Belarus Azerbaijan Kyrgyzstan Kazakhstan Georgia Bosnia-Herzegovina	Turkmenistan Uzbekistan Georgia Azerbaijan Kazakhstan Tajikistan Ukraine Albania Moldova Russia Belarus Kyrgyzstan Serbia-Montenegro

	Pre-Primary Enrollment	Trend in Pre-Primary Enrollment	Primary Enrollment	Trend in Primary Enrollment	Primary Completion
Primary Education	**Tajikistan** **Kyrgyzstan** **Bosnia and Herzegovina** **Kazakhstan** Azerbaijan Uzbekistan Turkmenistan Armenia Macedonia, FYR	Tajikistan Kazakhstan Bosnia and Herzegovina Turkmenistan Armenia Moldova Ukraine	**Armenia** **Turkmenistan** Bosnia and Herzegovina Russia Georgia Tajikistan Azerbaijan Belarus	Armenia Azerbaijan Albania Turkmenistan	Moldova Armenia Bosnia and Herzegovina Georgia Macedonia, FYR Albania

Georgia				
Albania				
Moldova				
Croatia				
Ukraine				
Serbia-Montenegro				

Secondary Education

Total Secondary Enrollment	General Enrollment	Trend in Total Enrollment
Tajikistan	**Bosnia and Herzegovina**	Tajikistan
Turkmenistan		Turkmenistan
Azerbaijan	**Serbia-Montenegro**	Azerbaijan
Kyrgyzstan	Tajikistan	Kyrgyzstan
Uzbekistan	Croatia	Uzbekistan
Moldova	Uzbekistan	Moldova
Armenia	Azerbaijan	Kazakhstan
Georgia	Moldova	Serbia-Montenegro
Albania	Kyrgyzstan	
Kazakhstan	Turkmenistan	
Bosnia and Herzegovina		
Serbia-Montenegro		
Ukraine		

Tertiary Education

Tertiary Enrollment	Trend in Tertiary Enrollment
Turkmenistan	Turkmenistan
Uzbekistan	Uzbekistan
Tajikistan	Tajikistan
Azerbaijan	
Albania	
Armenia	
Macedonia, FYR	
Moldova	
Bosnia and Herzegovina	
Serbia-Montenegro	

Donor Support

Primary Education Aid	Secondary Education	Tertiary Education Aid	Total Education Aid
Belarus	Armenia	Ukraine	Turkmenistan
Ukraine	Tajikistan	Turkmenistan*	Belarus
Croatia	Georgia		Ukraine
Romania	Belarus		Russia
Turkmenistan*	Kazakhstan		Tajikistan
Bulgaria	Ukraine		Azerbaijan
Russian Federation	Russian Federation		Moldova
	Azerbaijan		
	Moldova		
	Croatia		
	Turkmenistan*		
	Kyrgyz Republic		
	Romania		
	Bosnia and Herzegovina		

APPENDIX C

Ten Questions Worth Asking About a Nation's Youth

The following ten questions may be considered as a suggested starting point for shaping a methodology for a rapid assessment of a nation's youth population (age 15-24).

Generally, a methodology should combine available statistical data disaggregated by age and a random selection national survey. The combination usually provides telling insights into whether perceptions match reality or indicate real gaps between people's aspirations/beliefs and the reality around them (which in turn can have hopeful or despairing consequences). If questions are consistent even a sample of 1,500 could yield good data. The following questions are illustrative and do not distinguish source or method for obtaining the data.

In the 15-24 age cohort of X country, what is the…

1. **Potential for productivity?**

   - Labor force participation rate and unemployment
   - Density in various employment sectors (construction, IT, sales, manufacturing, etc)
   - Average and median wages
   - Mobility and flexibility – trends in relocating to different cities, ability to adapt to new types of work
   - Reservation wage
   - Access to training/computer skills
   - How do you perceive the wealthy and poor in your society? Where do you fit in? What is the perception of relative vs. actual poverty?

2. **Capacity for leadership?**

   - Are there significant youth and/or youth oriented movements active in the country?
   - Are there youth leaders in public, NGO, or private organizations?
   - Do young people participate as board members for community or civil society groups?
   - Are young people represented in political parties or civic organizations?
   - Are there youth advisory committees or groups that meet with elected officials?
   - Do the major political parties deal with issues of concern for youth? Do young people have a party preference?

3. **Attitude toward civic duty and social contract?**

   - Percentage that voted in last national election
   - Self-described importance in voting for national and local elections

- If your town/school/national government created a voluntary day of service to achieve some goal (feeding the elderly, patrolling community, picking up litter) how inclined are you to participate?
- Feelings toward compulsory military service
- Feelings about elected officials, honesty in public service
- Confidence in the integrity of the court system; belief that its purpose is to protect individual rights
- Is it right to collect taxes? What do they do for you as a citizen? What do you expect taxes should fund? Is tax fraud or evasion a viable form of protest?

4. Burden?

- Incidence and rate of infection for age group of HIV, other STIs
- Attitudes concerning use of condoms
- Perceptions of how infections spread

5. Vulnerability to poverty?

- What is the incidence of poverty among this age cohort? Is it different for men and women?
- If you lost your job (or immediate source of income support if student) where would you turn? (family, government agency, etc)

6. Outlook on the market?

- Do you expect in your lifetime to be better off or worse off than your parents at comparable ages? Grandparents?
- How many jobs do you think you will have over the course of your lifetime? Will they be in the same profession or different ones?
- If you had additional money, how likely would you be to put it in a bank account that offered interest? Invest in a business? In stocks? Buy property (home, apartment)?
- If you would not invest the money, how would you spend it?
- How important is it to you that businesses operate under the law?
- Is government giving the right kind of support for businesses to develop and thrive?
- Do you believe consumers have rights?

7. Belief in self?

- How importance is education to your future?
- Has your education prepared you for a good job?
- What do you wish you learned in school that you did/are not?
- What is the number one goal you wish to accomplish in the next year? Five years? Ten years? Did you find these goals realistic in your environment?
- Do you plan to have a family? Would changes in the economy alter your outlook?

- Are you afraid of divorce? Are pre-marital/extra-marital relations acceptable for men? For women?
- Can you make a difference in the direction of your community? Your country?
- How certain are you that you will be able to support yourself?
- How likely are you to stay in this country?

8. Belief in their own cohort?

- How good a job will people your age do if asked to run the country?
- Will your friends make good parents?
- Do politics affect people in your generation?
- Is your generation more likely or less likely to support current reform?
- Can people your age make a difference in the way the country runs? Are they likely to?
- How do you think your generation will change this country?

9. Attitude toward substance abuse/alcohol/tobacco?

- Do you smoke/drink? How much/often?
- Can consumption of alcohol/tobacco be dangerous to health?
- Do you think smoking/drinking at work is acceptable? Does it hinder work?
- What kinds of problems can it cause?
- What level of daily consumption of alcohol/cigarettes do you think is harmful?

10. Belief in community?

- How long have you lived in a community?
- How safe do you feel in your neighborhood?
- What would motivate you to leave your community (better job, family circumstances)?
- Do you belong to groups based in your community (church, clubs, or sport teams)?
- Has your neighborhood improved or declined in the time you've been there?
- Who would you say is most responsible for its improvement or decline?
- What role do men and women play in your community?
- What jobs do you think are more suited for men/women? Do you feel that men/women have more opportunities than the women/men (the opposite sex)?

APPENDIX D

Anti-Trafficking Efforts in the E&E Region

USAID/E&E- START and GTD PTP Funding

Under the current Strategic Technical Assistance for Results with Training (START) and previous Global Training for Development (GTD) USAID training contracts, the Academy for Educational Development (AED) has administered the Youth Leadership Program, which has implemented highly successful in-country summer and winter training camps for youth in Ukraine to combat trafficking. The goal of the program is to provide training in leadership, women's and children's rights, combating trafficking in persons, and conflict resolution. After completion of the training, the participants act as trainers to their peers as well as community spokespersons to raise awareness of trafficking issues. Since 2000, USAID has funded these highly successful in-country summer and winter training camps for youth which have trained more than 320 Ukrainian girls and boys.

In August 2003, the Youth Leadership Program in Ukraine conducted summer camps to prepare new groups of young volunteers to disseminate information on the prevention of trafficking in persons. As part of the 2003 program, a total of 86 girls and boys attended two two-week summer camps. The participants, girls and boys ranging in age from 12-16, were chosen on a competitive basis from Ukrainian youth NGOs and schools. The participants learned about new interactive methods of conducting awareness campaigns such as gender interactive theatre, mass actions, and others. The objective of this program was to train the participants in effective leadership skills to help them become more active in their public, social, cultural, economic, and political spheres. The program also sought to educate young girls and boys about the dangers of trafficking. The 45 participants, who represented youth NGOs and schools, learned about the rights of women and children, studied international and domestic documents on gender violence, and received information about the work of women's crisis centers in assisting victims of trafficking and/or domestic abuse.

The young trainers and volunteers have accomplished the following:

- Approximately 40 trainers and 100 volunteers have been trained to work in Lviv secondary schools and at a women's center. They received training on gender equality, including gender stereotypes, and their influence on the development of people, as well as on issues dealing with gender policy.

- In February 2002 the young trainers planned and conducted workshops on women's leadership, women's rights, and violence prevention. Directors of secondary schools and women who work in village councils attended these workshops.

- In March 2002, the school's trainers initiated, prepared, and conducted a conference dealing with school government. The purpose was to familiarize children with their rights and discuss their situation in the city and in the rest of the country.

- In April 2002, a series of training models was developed in conjunction with the Lviv Youth Social Services Centers on:
  - Social partnerships in schools, for example, round tables for children, teachers, and parents;
  - Cooperation with NGOs that provide social services to children, volunteers, and the sick;
  - Cooperation with the Lviv employment center dealing with youth entrepreneurship; and
  - Cooperation with the Lviv Center for Family and Youth.

This training was provided to pupils, parents, and teachers of secondary schools; staff at the employment and family centers; and NGO representatives.

The training program enabled the participants to develop and raise their social status and improve their self-esteem. The youth were taught how to become active members of society and showed greater awareness of the social and economic options and opportunities available in making life decisions. Moreover, their enthusiasm had a great influence on their friends, who began to understand their rights, responsibilities, and role in the society. The dissemination of knowledge regarding children's rights is of the utmost importance, as it makes teenagers aware of their rights and gives them the tools to gain recognition and respect.

An estimated 210 alumni from the various programs on youth leadership make up a group of participants that has significant influence on the attitude, behavior, and personal growth of the youth in Ukraine. Living in different regions of the country, they try to stay in touch with each other and have opportunities for regular meetings and communication. For this reason, additional activities such as youth camps, as well as opportunities for partnerships and small grants, are greatly needed.

APPENDIX E

Balkan Children and Youth Foundation Grants - 2004

ALBANIA

Intellectual Women's Association — Rights of Young Women
Puca
Amount: USD 10,500
To educate, support, and protect the rights and opportunities of girls and young women; to enhance their professional skills; to promote and support the participation of young women in the labor market; and to encourage the participation of young women in a national level dialogue about women's issues.

Gjirokastra Youth Centre — Employability
Gjirokastra
Amount: USD 23,624 (USAID)
To contribute to sustainable improvement of living conditions of young people in Gjirokastra by training youth with vocational skills that improve their chances for employment and by providing a wide range of general educational services. The project will offer several training courses to a target group of approximately 600 youth.

Multidisciplinary Centre for Management of Child Maltreatment
Tirana
Amount: USD 14,666 (USAID)
To build life skills and promote open communication among high school youth from several districts in Albania, helping them mature into independent, supportive and responsible adults. Nine urban and rural high schools will be selected for the project implementation. Eight teachers at each school will undergo a three-day training workshop in guiding discussions, and young people aged 15-16 at each school will also be trained to be group facilitators. A total of 1,500 students and 72 teachers will be trained.

Association of Young Stage Artists (SHARS) — Establishment of Street Theatre in High Schools
Tirana
Amount: USD 15,020 (USAID)
To engage 80 youth in street theatre performances aimed at raising awareness of key social issues such as healthy lifestyles, multicultural cooperation, and gender equality. More than 6,000 youth are expected to develop increased awareness of such issues through attending performances.

BOSNIA AND HERZEGOVINA

World University Service of Bosnia-Herzegovina
Banja Luka
Amount: USD 19,980
To improve the career training and employment prospects for students through counseling, training, on-line facilitation, a web-based job bank, and resource materials. Activities include extensive computer courses, cultural exchanges, and the promotion and protection of students' rights.

Youth Centre (Omladinski Centar)
Gornji Vakuf
Amount: USD 10,530
To promote greater understanding and encourage reconciliation among more than 500 children and youth from different ethnic backgrounds through educational, artistic, creative, and recreational activities.

World University Service of Bosnia-Herzegovina
Banja Luka
Amount: USD 23,240 (USAID)
Second grant: to provide skills training and information resources, on-line discussion forums, computer training, counseling, and cultural exchange opportunities to improve career training and employment prospects for 11,000 students.

Bona Fides — Communication Towards Reconciliation and Tolerance
Bjelina
Amount: USD 14,960
To strengthen cooperation and mutual understanding among youth from Bosnia-Herzegovina, Croatia and Serbia, and to help them gain knowledge in new technologies, human rights and entrepreneurship through the production of six TV documentaries on topics such as minority rights, prevention of ethnic conflicts, and interrelationship between democracy and human rights.

Tuzla Teenage Centre Telex in 2003 — Zemlja Dece
Tuzla
Amount: USD 19,980
To foster adequate psychosocial development of youth of all ethnic origins at a center in the city of Tuzla. Youths receive individual counseling or are referred to specialized services. Approximately 700 children and youth will use the various services of the center on a regular basis.

Association of Students with Special Needs and Volunteers
Tuzla
Amount: USD 4,869 (USAID)
To offer foreign language, computer, and Braille alphabet reading and writing skills to a number of disabled students and volunteers, preparing the students for better integration into society by easing their education and increasing their employability skills. Sixty students and volunteers of all ethnic backgrounds will benefit.

IPAK – Youth Build the Future
Tuzla
Amount: USD 23,866 (USAID)
To provide educational opportunities for youth aged 15-17 living in an area heavily populated by internally displaced persons, with extremely bad living conditions and very high unemployment. An estimated 300 youth will participate in these activities.

Democracy Centre "Nove Nade" — SuperNova 3
Bihac
Amount: USD 16,400 (USAID)
To promote young people's participation in civic life through engaging 500 youth in a series of activities, including roundtable discussions, debates, and educational workshops on the themes of youth participation in civic life, healthy lifestyles, rural empowerment, nonviolent communication, and youth policy.

BULGARIA

Samaritans — Integration Through Education for Street Children
Stara Zagora
Amount: USD 23,840
To help the reintegration into schools of street children, to develop their social skills through participation in special interest clubs, to actively involve their parents in issues concerning the education of their children, to increase the public school teachers' understanding of this matter, and to involve the local community in finding a solution to the problem of street children. The program is targeted at children and teenagers who are living on the streets or are at risk of doing so and are currently attending the Samaritans Day Centre.

Junior Achievement Bulgaria (JAB)
Sofia
Amount: USD 24,620 (USAID)
To prepare a Junior Achievement Bulgaria curriculum and train teachers and students in work preparation skills. 50 teachers and 40 peer educators will be trained with 1,200 direct student beneficiaries reached.

Educational World Association — The Sun City
Veliko Tarnovo
Amount: USD 16,741 (USAID)
To improve the language skills of Bulgarian minority children and thus prevent their dropping out of school and facilitate their integration into society. The project involves establishing four literacy centers, which will be attended by Roma and Turkish children and their parents. 120 children will directly benefit from the program.

Open Society Club
Rousse
Amount: USD 16,352 (USAID)
To address some of the critical reasons for youth unemployment in Rousse, e.g. low education levels and a lack of appropriate qualifications, by improving the options for vocational training and qualifications corresponding to the current market conditions. 100 unemployed youth aged 18-29 will receive vocational training, qualifications, and employability skills.

Recreation and Development Union (RDU) — Youth Centre for Business Innovation
Haskovo
Amount: USD 20,510 (USAID)
To create a youth business resource and training center where young people may learn business principles, receive information technology training, gain free access to the Internet, and research job and internship opportunities with local businesses. More than 150 youth are expected to benefit directly from the program, with another 100 benefiting indirectly.

CROATIA

Association "Play"
Zagreb
Amount: USD 4,035
To enable children to develop their potential, facilitate enhanced learning opportunities, and provide parenting workshops. Activities include group meetings with children, workshops for parents, field trips for children, and home visits to families. The grant seeks to prevent negative behaviors among young

people and juvenile delinquency through enhancing the achievement of children and engaging parents in their children's education.

Centre for Education and Counseling of Women (CESI)
Zagreb
Amount: USD 10,740
To promote values of gender equality and tolerance among 1,000 young women and men, to encourage learning through non-formal education, and to increase awareness of reproductive health issues. Activities include educational workshops for high school teachers and medical doctors, workshops on gender awareness for young people, the publication of a brochure on sexuality and reproductive health, and radio broadcasts.

Young MIRamiDA — Centre for Peace Studies
Zagreb
Amount: USD 24,894 (USAID)
To promote peace-building and communication among 280 young people aged 17-30 in eight different communities through training workshops held in cooperation with local authorities.

Suncokret – Centre for Grassroots Relief Work
Zagreb
Amount: USD 13,864
To prevent and provide early treatment for potential child behavioral disorders, to foster proper psychosocial child development, to promote cooperation and non-violence in primary school children. The program will involve 450 children, 380 parents, and 50 teachers from 4 schools in Zagreb.

Support of Youth Voluntary Organizations in the Balkans
Zagreb
Amount: USD 17,140
To strengthen the capacity of youth voluntary organizations and to enable them to organize youth volunteer projects, thereby promoting the spirit of youth volunteerism. Thirty Balkan youth leaders will be trained in international volunteerism and will organize summer international work camps involving up to 400 new volunteers.

Association Roma for Roma — Healthy Community
Zagreb
Amount: USD 22,600 (USAID)
To contribute to the positive development of 200 young people living in four Roma communities through the delivery of non-formal education activities focused on health prevention and promotion, environmental protection, community life, and communication skills. More than 400 parents will be impacted through family visits and related outreach activities.

KOSOVO

Union of Contemporary Students
Deqan
Amount: USD 5,420
To issue an independent school magazine in the Deqan Secondary School giving students the opportunity to express their ideas and opinions, thereby helping to contribute to democracy-building in Kosovo through actively promoting youth engagement.

Kosovo Action Together (KAT)
Prishtina
Amount: USD 24,250
To develop the capacity of young people to research and design viable income generation activities through provision of training in management, business planning, market research, and proposal writing.

Professional Centre for Human Rights and Legal Initiative (PCHRLI)
Prishtina
Amount: USD 15,325
To train high school students in computer literacy with a view to improving their job prospects. The project will provide three one-month intensive computer courses to 220 high school students from three secondary schools in Prishtina and from rural areas, who have participated in human rights related activities run by PCHRLI.

Women's Initiative — Youth Group Monitoring
Gjakova
Amount: EUR 4,500
To strengthen the capacity of a youth group monitoring local youth policy in Gjakove through training and visits to local government institutions in Tirana.

Professional Multiethnic Organization "Landsdowne" — Let Community Voices be Heard
Gjilan
Amount: EUR 2,500
To improve interethnic relations among 50 young people of different ethnicities through the organization of a workshop on minority rights.

Balkans Youth Link – Kosovo Branch — Youth Link Leadership Institute 2003
Kosovo
Amount: EUR 8,280 - 50% USAID
To support a 2-week training camp for young people working toward positive social change in the Balkans.

ODA Theatre — ODA for Youth
Kosovo
Amount: EUR 9,120 - 50% USAID
To promote self-expression and creativity among youth through engagement in theatre activities.

"Just Do It" — Inter-Ethnic Dialogue Among Youth
Gracanica
Amount: EUR 5,000
To further debate and develop recommendations for the role of youth in contributing to the growth of a democratic society in Kosovo.

Vision of the Future — New Talents
Shtime
Amount: EUR 4,000
To provide disadvantaged youngsters (emphasis on those without parents) with access to recreational and cultural activities aimed at furthering their positive development.

1 Plus 2 — The Art of Photography
Kosovo
Amount: EUR 2,000
To equip young people with photographic skills to enhance their job prospects and develop networks among aspiring photographers.

"New Step" — Training and Capacity Building Center
Kosovo
Amount: EUR 4,800
To provide non-formal education in computer literacy and Internet skills.

NGO "Relax" — Print Preparation – Design
Prizren
Amount: EUR 2,900
To equip youth with graphic design skills and knowledge of printing processes.

Anti DANS — Health Education of Kosovo Youth
Kosovo
Amount: EUR 4,000 - 50% USAID
To survey the needs of youth in the area of health education and foster suggestions for promoting healthy behaviors through school curricula.

Contemporary Art Center — Video Art Fest 2003
Kosovo
Amount: EUR 6,000
To develop the skills of aspiring artists in the area of video art (animation, montage, and post production), culminating in a public video art festival.

Multimedia Center — Communication in Art
Kosovo
Amount: EUR 2,500
To advance young people's multimedia skills through the use of different computer programs.

Youth Vision — English Language Courses
Janjeva
Amount: EUR 2,500
To enhance the English language skills of youth from various ethnic backgrounds.

Forum of Civic Initiative — Debate Tournament
Ferizaj
Amount: EUR 391
To enhance debating skills among primary school students with the aim of creating a network of debate clubs.

Kosovar Youth Council — Youth Advocacy Network
Gjakova
Amount: EUR 4,500
To form a youth coalition aimed at identifying issues of political concern to youth, with the goal of enabling young people to have greater influence on decisions shaping their future.

Kosovar Youth Council — A Better Place for a Better Life
Prishtina
Amount: EUR 3,000
To promote youth activism through the production of a documentary film featuring programs carried out by youth-serving agencies.

NGO "Nirvana Club" — Narcomany and Family
Kosovo
Amount: EUR 1,500
To promote healthy behaviors and awareness of the dangers of drug use among youth through theatrical performances targeting multiethnic audiences.

Film and Theatre House "AKT" — Future
Prishtina
Amount: EUR 1,500
To explore significant social and political issues impacting young people through the production of a play.

Galaxy Stars — Health Education for Youth
Kosovo
Amount: EUR 2,000
To promote greater health awareness among youth, particularly of the risks of HIV/AIDS, drug and alcohol use, and smoking.

Human Rights Club — International Summer School 2003 for Young Leaders
Gjilan
Amount: EUR 1,928
To enable select youth to participate in human rights, communication, and project planning trainings at Atlantic College in Wales.

Children's Friends — For a Better Future
Vushtrri
Amount: EUR 3,000
To raise awareness among children and parents of children's rights.

Youth Organization "Hareja" — Joint Activities Between NGOs and Local Institutions
Vushtrri
Amount: EUR 5,511
To increase cooperation between youth NGOs and local authorities.

Youth Organization "Duga" — Youth in Media
Priluzje
Amount: EUR 4,000
To engage youth in debating critical social issues through cultural activities, course work, and media outreach.

Youth Center — Youth Leaders and Art Murals
Prishtina
Amount: EUR 5,000 - 50% USAID
To foster youth leadership through the planning and development of murals in public spaces.

Dragash Youth Center (DYC) — Conflict Resolution
Dragash
Amount: EUR 6,185
To increase tolerance and mutual respect among young people of diverse multi-ethnic backgrounds through carrying out joint activities (e.g., media, art, and language courses).

Gjilan Youth Center — Work Initiatives (WIN)
Gjilan
Amount: EUR 6,738 - 50% USAID
To combat youth unemployment through life skills training and networking with local companies to determine their training abilities and/or requirements.

Kosova Action Together — NGOs Connection to the Internet
Klina
Amount: EUR 4,194
To equip the Center with Internet access and enhance NGO networking online.

Center for Community and Business — Developing Tomorrow's Businessmen
Gjakova
Amount: EUR 8,905 - 50% USAID
To train youth in business management principles, financial accounting, and marketing, while stimulating dialogue among local business leaders concerning successful entrepreneurship.

Union of Blind People — Computer – "Eyes of the Blind"
Prizren
Amount: EUR 7,022 - 50% USAID
To equip visually impaired youth with computer skills.

American University in Kosovo Foundation — Career Service Center
Kosovo
Amount: EUR 3,400 - 50% USAID
To integrate young professionals into the work environment through organizing a National Job Fair and online database through which companies and youth may network with one another.

Independent Youth Center — Together
Peja
Amount: EUR 7,666 - 50% USAID
To equip young people from diverse ethnic communities with information technology skills.

Kosova Action Together — Youth for the Future
Kosovo
Amount: EUR 6,460 - 50% USAID
To provide job training for youth in areas such as market research, income generation, and business planning.

Youth Vision — Youth Perfectionism and Multiethnic Environments
Skenderaj
Amount: EUR 5,000
To equip area youth with computer skills to enhance their employment prospects.

Youth Center Kinderberg International — Developing Youth Education
Theranda
Amount: EUR 5,900 - 50% USAID
To increase young people's knowledge of human rights and strengthen their teamwork, conflict resolution, and communication skills.

IRC Youth Center — Apprenticeship for Youth
Prizren
Amount: EUR 12,000 - 50% USAID
To assist high school graduates in building careers through apprenticeships with small businesses.

MACEDONIA

Centre for Social Initiatives — "Nadez"
Skopje
Amount: USD 5,550
To promote the positive development of adolescent Roma girls, ages 12 to 17, by preventing school dropouts and early marriages and encouraging autonomous decision-making.

Children's Creative Centre
Skopje
Amount: USD 14,800
To strengthen the Center's services aimed at promoting children's intellectual, social, and creative development. Activities include programs in multiculturalism for children and workshops for parents aimed at enhancing parenting skills and building young people's self-esteem.

Youth Centre for Balkan Cooperation
Veles
Amount: USD 13,440
To strengthen the Center's capacity to serve as a gathering place for children of all ethnic backgrounds where they may develop social and critical thinking skills.

The Medjasi SOS line
Skopje
Amount: USD 15,520 (USAID)
To increase the capacity of the existing SOS helpline by training 15 Medjasi volunteers. The training will concentrate on promoting healthy sexual behavior, preventing drug abuse and dealing with domestic violence. 300 children and youth will be direct beneficiaries.

Svest Internet Classrooms
Skopje
Amount: USD 24,850 (USAID)
To connect schools from 8 disadvantaged communities in Macedonia to the Internet by equipping Internet classrooms in 8 schools, thereby integrating ICT use into mainstream education. Three hundred teachers will be trained in using ICT in the classroom, and 4,000 9-14 year-old students will acquire computer literacy skills.

Humanitarian Women's Association "Aureola" — Getting to Know Each Other Through Communication and Research of Common Socio-Economic Problems
Struga
Amount: USD 12,292 (USAID)
To facilitate inter-ethnic communication among youth through joint work on common socio-economic problems. A multi-ethnic team of young people will be trained to produce a series of TV documentaries that will present youth opinions on issues such as inter-ethnic relations, drugs, HIV/ AIDS, disability, employment, and leisure. The documentaries will reach an audience of at least 1,500 young people.

Educational and Cultural Initiatives — Celebrating Cultures Through Dialogue and Art
Skopje
Amount: USD 15,800
To promote multicultural understanding and respect for coexisting cultures in Macedonia, explore cultural diversity, and create the conditions for better communication among different cultures. Workshops will be organized for parents on topics that enhance parental knowledge about child development. Art and drama activities will be organized for and by the children. 200 children and 150 parents are directly targeted.

Children's Theatre Centre
Skopje
Amount: USD 24,600 (USAID)
To teach intercultural learning and conflict prevention by using theatre as a means to reduce ethnic tensions and violence among children of different ethnic backgrounds. 180 children ages 7-14 from poor, ethnically segregated areas will work together to write stories and perform plays at local schools. Young artistic coordinators, ages 20-27, will facilitate the artistic process.

MIA – Association for Health Promotion and Education — Youth in Stop AIDS Action
Skopje
Amount: USD 20,805 (USAID)
To raise HIV/AIDS awareness among 850 youth and 150 parents in 8 municipalities in Macedonia through conducting a baseline survey of sexual behavior, training peer educators and NGO practitioners, media outreach, and fostering greater intergenerational communication.

MOLDOVA

Help-Line Service — Youth for the Right to Live
Chisinau
Amount: USD 6,030
To support the regular functioning of the help-line phone service for a one-year period complemented with training/ education of new counselors. The service offers free and confidential advice to vulnerable youth on a wide range of issues that help their reintegration into society. An estimated 2,500 young people use the help-line phone service each year.

Centre for Information and Documentation on Children's Rights
Chisinau
Amount: USD 21,500
To develop the life skills of students at boarding schools in order to facilitate their social integration after graduation, thereby decreasing their risk of unemployment and trafficking. Five students and teachers from each of the five schools will be trained as peer educators in life skills and trafficking prevention. Three hundred youth will participate in these activities.

MONTENEGRO

Association PLIMA (Ecology and Multi-Culture)
Ulcinj
Amount: USD 9,555
To engage 200 children and youth from various cultural, ethnic, and religious backgrounds in a series of learning activities aimed at increasing understanding and acceptance of differences. Activities include center-based classes and workshops focused on computer literacy, virtual art and music, language proficiency, and creative writing.

Kreativni Centar Mediteran — Teen-Phone
Podgorica
Amount: USD 8,090 (USAID)
To upgrade the existing psychosocial phone counseling service to teenagers by recruiting and training volunteers. 40 volunteers will be trained to provide psychosocial phone counseling, and 200 youth are expected to benefit from this counseling.

3rd Summer School for Peer Educators on HIV/ AIDS and Substance Abuse Prevention
Podgorica
Amount: USD 16,984
To reinforce ongoing efforts for raising awareness on the issues of HIV/AIDS and drug abuse prevention, and to strengthen the existing network of young peer educators throughout Montenegro. Fifty youth will be directly trained as peer educators, and 3,000 youth will be reached through the peer education process.

Association for Democratic Prosperity
Podgorica
Amount: USD 17,640 (USAID)
To increase active engagement and employability of Montenegrin youth through provision of non-formal education and opportunities for involvement in the civil sector, while increasing public awareness about volunteerism. Approximately 350 youth will benefit from the project.

ROMANIA

Centre Educational CEDU 2000+
Bucharest
Amount: USD 18,746
To prepare teenagers for employment by providing careers advice and job-seeking skills; to give teenagers the personal, social and technical skills to participate successfully in the economy; and to promote values of ethical business practice and economic citizenship. The project involves 575 teenagers from 20 high schools and is targeted at those from disadvantaged backgrounds.

For Each Child a Family
Resita
Amount: USD 21,800 (USAID)
To provide long-term vocational training for 50 youth, ages 16-18, currently about to leave social care institutions and integrate them into society. The courses are designed to suit the youths' job preferences and to equip them with specific vocational skills to enable them to find jobs more easily.

Centre Educational CEDU 2000+
Bucharest
Amount: USD 17,255 (USAID)
Second grant: to prepare 1,500 teenagers from 42 high schools for employment. Activities include needs analysis, project coordination, advertising and promotion activities, training sessions in peer counseling for teenagers, workshops for Internet use, job fairs, contacts with local radio stations and businessmen, and follow-up summer camp.

AIESEC Romania — Career Days
Bucharest
Amount: USD 11,200 (USAID)
To prepare young people for productive careers and to facilitate links between youth and the corporate sector. Approximately 240 students in 6 cities will receive training in career planning, resume writing, interviewing, communication, and negotiation, with thousands of others benefiting from general career orientation provided through career fairs and access to Web-based resources.

SERBIA

Centre for Contemporary Culture — Konkordija
Belgrade
Amount: USD 4,880
To enable young artists to display and market their art via the Internet and to communicate with one another, sharing experiences and advancing their work. As a result of the grant, young artists will be better able to promote and record their work.

Open Prospects
Subotica, Vojvodina
Amount: USD 7,875
To enhance young people's capacity and chances for self-employment by strengthening their entrepreneurship abilities and broadening their knowledge of the market economy. The program will provide entrepreneurship education to young unemployed people from different ethnic origins.

Group MOST
Belgrade
Amount: USD 24,750
To provide youth NGOs with training in conflict resolution and non-violent communication, NGO management and cooperation, and intercultural understanding. 10 NGOs with an estimated 200 youth members will be direct beneficiaries.

The Post Pessimist Network
Belgrade
Amount: USD 23,980
To train youth leaders and youth members in non-violent communication, conflict resolution, group management, and outreach. The program will promote youth participation and empowerment in the region by training 60 young people from 10 different cities who will then conduct 280 follow-up workshops that will reach an additional 1,200 youth.

Association of Creative Development (ACD)
Belgrade
Amount: USD 24,970 (USAID)

To carry out activities at a youth club, for example, creative workshops, social gatherings, exhibitions by and for young people with special needs, peer counseling, and a youth parliament. More than 2,400 youth will benefit directly.

Association for Protection and Promotion of Mental Health in Children and Youth
Nis
Amount: USD 13,160
To promote volunteerism in Nis, by facilitating active volunteer engagement through youth and adult councils. As a result of the program, 200 youth will become volunteers equipped with various skills.

Youth Employment Initiative in Serbia and Montenegro
Leskovac
Amount: USD 14,750
To establish a network of organizations and institutions in Serbia and Montenegro that will advocate for greater youth involvement in the creation of national youth employment policies. This activity will build on already existing efforts in this direction undertaken by the People's Parliament.

Summer & Autumn Seminars, Camps & Workshops — Petnica Science Centre
Valjevo
Amount: USD 20,650
To improve the general level of education in the fields of science, technology and humanities by offering educational programs that go beyond regular school curricula and use modern teaching methods. Petnica's standard annual program encompasses regular science courses where students have access to cutting edge facilities. An estimated 680 youth and 130 teachers will be engaged in the program.

TeenNet Centre — Cultural Centre DamaD
Novi Pazar
Amount: USD 24,350 (USAID)
To offer educational opportunities and access to new technologies in Novi Pazar and to promote peaceful multicultural cohabitation of the community. The project targets children and students ages 7-19, with an estimated total number of 1,366 direct beneficiaries. It aims to help them acquire computer skills and make connections with peers from different local ethnic groups and from around the world.

Since its inception in November 2000, Balkan Children and Youth Foundation has awarded 89 grants for a total of USD 1,093,796.