



USAID
FROM THE AMERICAN PEOPLE

YOUTH & CONFLICT



A TOOLKIT FOR INTERVENTION

Key Issues

Lessons Learned

Program Options

Monitoring and Evaluation

Resources



STEERING YOUTH FROM VIOLENT CONFLICT: A TOOLKIT FOR PROGRAMMING

This toolkit is part of a series that explores how development assistance can address key risk factors associated with conflict. One area that is receiving increasing attention is the relationship between young people and violence. Recent studies have found a significant correlation between large youth cohorts and political instability and violence. A large pool of young people does not need to be destabilizing, however if young people — particularly young men — are uprooted, intolerant, jobless, and have few opportunities for positive engagement, they represent a ready pool of recruits for ethnic, religious, and political extremists seeking to mobilize violence.

This document: 1) examines key issues related to youth participation in violence; 2) discusses lessons learned in developing programs for at-risk youth; 3) presents a range of program options; 4) includes illustrative monitoring and evaluation tools; and 5) identifies relevant USAID mechanisms and partners. Together, the elements of this toolkit are designed to help raise awareness about the linkages between young people, development aid, and conflict; and to help officers integrate a conflict perspective into their development programming.

The toolkits in this series explore individual risk factors in depth. They do not identify all relevant factors linked to violence. As such, they are designed to serve as companion pieces to conflict assessments. Conflict assessments provide a broad overview of destabilizing patterns and trends in a society. Using the Conflict Assessment Framework, they sift through the many potential causes of conflict that exist and zero in on those that are most likely to lead to violence (or renewed violence) in a particular context. While they provide recommendations about how to make development and humanitarian assistance more responsive to conflict dynamics, they do not provide detailed guidance on how to design specific activities. The toolkits in this series are intended to fill that gap by moving from a diagnosis of the problem to a more detailed discussion of potential interventions. Together, the assessment framework and toolkits are designed to help Missions gain a deeper understanding of the forces driving violence, as well as to develop more strategic and focused interventions.

This document was initially authored by Jack Goldstone, Professor of Public Policy at George Mason University. It was subsequently revised with substantial input from officers in USAID Missions and in Washington, experts on youth, and members of the NGO community. Comments, questions, and requests for additional information should be directed to the Office of Conflict Management and Mitigation.

Office of Conflict Management and Mitigation (CMM)

Bureau for Democracy, Conflict, and Humanitarian Assistance

United States Agency for International Development

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Youth who are never integrated into community and social structures, or who never acquire the skills needed for peaceful and constructive adult lives, are at high risk. A deprived, frustrated, or traumatized youth cohort, if left without help, can continue to foment conflict for decades.

1991; Gillis 1974; Jarausch 1974). More recently, unemployed university graduates, often educated abroad, have been at the forefront of armed or extremist movements, from anti-colonial struggles in Africa, to anti-authoritarian movements in the former Soviet Union, to radical ethnic and religious movements in Asia.

These examples demonstrate an important point: education per se is not always a force for stability. In many countries, the failure of the government to provide adequate education has led students to turn to ethnic or religious alternatives, alternatives that often strengthen factionalism and intolerance and rarely provide the skills necessary to find jobs. Further education can fill time, but unless it leads to employment, the result can be frustration and alienation. Job availability is also critical. Even effective education may breed discontent and violence if students are being prepared for jobs that do not exist. Typically, youth unemployment is over three times as high as adult unemployment in developing countries and, in countries with stagnant economies, that proportion can be far higher (ILO 2002). For example, it is five times higher in Sri Lanka and seven in Egypt.

Unemployment is an important component of the risk associated with this age group. Young people often participate in violence because membership in extremist organizations provides immediate economic benefits, because violence itself offers opportunities for economic gain through direct payment or looting, or because conflict promises to open up longer term economic options, for example, through patronage if "their" ethnic or religious group captures power. Several studies of the Balkans, for example, show that the chance to earn an income through theft, smuggling, and banditry was often a more important motivation for the young men who joined militia groups than appeals to ethnic solidarity (Woodward, 1995; Mueller, 2000).

Thus, providing targeted job training and employment is a critical element in dampening incentives for young people to participate in violence. However, waiting for the broader economy to create appropriate jobs may not work. Youth should be encouraged to identify and create their own opportunities, for example, through entrepreneurship training and/or small-

scale credit. Whether they are engaged in simple repair work, craft and construction, or trade, youth should be encouraged to think of themselves as work providers, rather than merely job seekers.

Preparation for work involves more than acquiring job-specific skills; it must also entail learning certain "life" skills, such as discipline, teamwork, and feelings of pride and self-worth. These can be obtained through community work, such as infrastructure development (e.g., building or rehabilitating roads and schools) and service projects (e.g., caring for the ill and elderly). This work also helps to rebuild ties between young people and their communities, an important and constructive form of social engagement. Although not conventional employment, such activity meets real needs for youth and community development.

Because personal contacts are so important, education and work programs should connect youth with the broader community, particularly adults who may want to employ them. Mechanisms providing such linkages include mentoring, community service, apprenticeships, internships, and visits to offices, factories, or other work-sites. Partnerships between youth programs and business associations can help provide pathways to employment and benefits to employers as well as youth.

POLITICAL VIOLENCE AND YOUTH PARTICIPATION

In many parts of the world, political parties and other social movements use young people to intimidate rivals, destabilize opponents, and fill campaign coffers. This is often the only form of political participation open to young people, particularly those with little education or few personal connections. The recent debate on youth participation in violence has tended to center on economic motivations. These are important, but it is critical to recognize that young people are drawn to militant movements for a very complex set of reasons.

Young people often recognize that they are a powerful force for political change. Yet most young people in the developing world are shut off from constructive political participation. Political parties are



often dominated by powerful (older) personalities, and are vehicles for the political and economic ambitions of party leaders and their close associates. Party leaders therefore have little incentive to open political structures to new entrants. In the absence of legitimate avenues for participation, young people may either opt out of political participation completely, or be drawn to movements that operate outside of, and often seek to overthrow, traditional political structures.

Similarly, in many parts of the world, leaders use negative ethnic and religious stereotypes to mobilize political violence, stereotypes that are often reinforced in school, by family members, and in the media. A number of programs, both inside and outside the formal school system, attempt to build tolerance and give young people the skills they need to manage conflict in a non-violent way.

EXTREMISM AND YOUTH

Terrorists originate from a wide range of economic, educational, and religious backgrounds. Most studies since the 1980s

suggest that the vast majority of new recruits into terrorist and other extremist organizations are young people between the ages of 15-29; and are generally of a low-to-middle economic background. However, the upper ranks of extremist or terrorist organizations are often filled by older, better-educated youth, who serve as international operatives and managers. In Indonesia, for example, Laksar Jihad recruits young university students, while the so-called "Taliban" movement in northern Nigeria was spearheaded by unemployed university students. Conversely, poorly-educated youth tend to become followers of extremist groups. Moroccan suicide bombers in Casablanca all came from the same slum neighborhoods, shared a similar lower-middle class background, and had limited access to the outside world. Lastly, it is important to recognize that not all extremists are men: secular organizations like the Liberation Tigers of Tamil Eelam (LTTE) in Sri Lanka and the Al-Aqsa Martyr's Brigade are known to recruit women for suicide attacks.

Several factors appear to pre-dispose young people toward extremism: a lack of economic opportunity and political expres-

Youth searching a garbage dump for food or anything of value.

When youth are shielded from social and economic stresses, and can participate in decisions that affect their lives, they are more likely to pursue peaceful change.



FORCED MIGRATION, REFUGEE CRISES, AND YOUTH

Perhaps no place emphasizes feelings of powerlessness and exclusion more than refugee camps and camps for internally displaced populations (IDPs). By definition, these are places for people whose normal institutional anchors have been destroyed; this effect is even more pronounced for young people. In addition, where refugees have been created by conflict and discrimination, camps can become prime places for the brewing of ethnic or group hatreds. It is not surprising that refugee and IDP camps have proven to be fertile recruiting grounds for extremist or militant groups, with Afghanistan and Chechnya offering two compelling examples.

Like cities with high youth migration, refugee communities have especially acute needs with regard to youth services. Most activities tend to center on basic survival. However, few institutions exist that address the full range of youth needs, including basic education, recreation, structured social events, training for jobs and economic self-support, and training in lead-

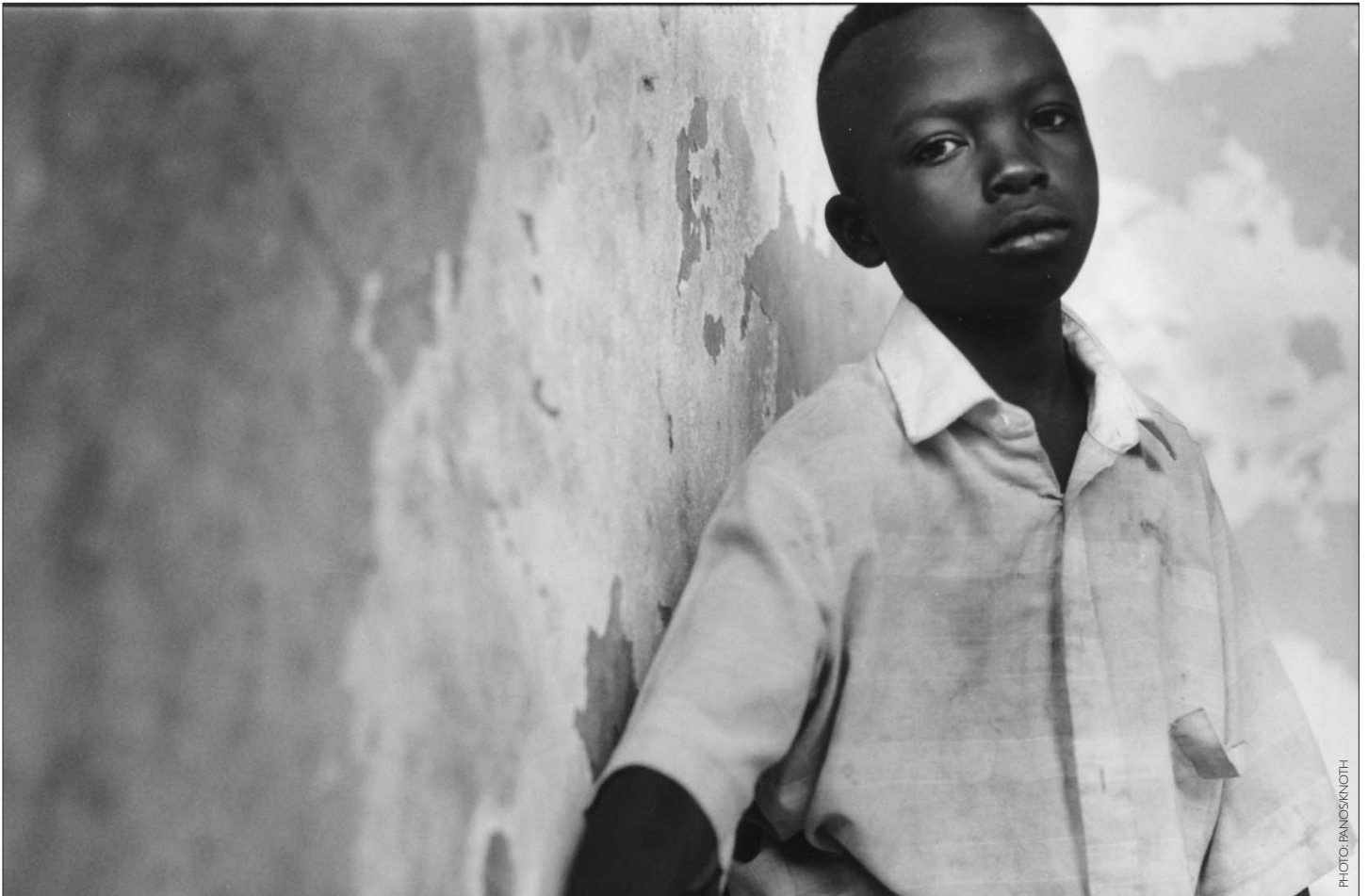
ership and self-governance. In addition youth may be concentrated and adults less numerous, particularly adult males, reducing resources for supervision and guidance of youth.

YOUTH NEEDS IN REGIONS EMERGING FROM CONFLICT

So far, the discussion has focused on reasons why young people participate in violence. Consideration must also be given, however, to the needs of young people who have been subjected to violence. Many conflict situations have particularly devastating effects on youth who have been victims of forced labor, recruitment into militias, and child prostitution. Many more are displaced, separated from their families, or orphaned, and must undertake a long, painstaking process to rebuild their lives after war. Unless the special needs of war-affected youth are met during the demobilization, disarmament, and reintegration (DDR) process, they will likely fall back into street life, prostitution, and/or crime, or be recruited as mercenaries for the next conflict.

Children in a refugee camp sitting on a piece of abandoned military hardware. The detritus of war has become a plaything for generations of children in many countries.

Overwhelmingly, youth in post-conflict situations identify security and education as their top two priority needs.



Ex-soldier at a demobilisation camp

Adolescence by its very nature is a time of rapid transformation, involving some degree of confusion and risk-taking as young people try on new roles and responsibilities. In the midst of conflict, or its aftermath, such confusion is multiplied; the social fabric is torn, expected pathways toward adult status are lost, and emergency needs take precedence. While children find themselves heading households, unemployment is rampant and traditional livelihoods are disrupted. Young people who experience war often lose the time, support and opportunities typically available to their age group in non-conflict settings, such as attending school, feeling part of a community, and growing into adult responsibilities gradually. In post-conflict situations, young people often feel that they want to roll back the clock and make up for what they missed.

While young people often form a core part of fighting forces, youth needs are rarely met sufficiently during the process of demobilization, disarmament, and reintegration (DDR). If they are not associated with an adult, for example, they are sometimes prevented from accessing

services. Additionally, young combatants often spontaneously demobilize and melt into the wider population, thereby missing out on needed services. Youth, especially female youth, are also more vulnerable to being stigmatized and rejected by their home communities than adult combatants. In addition to these challenges, questions concerning youth's culpability in wartime atrocities are very complex. Similarly, a continuing concern in the post-conflict period is the potential for the "re-recruitment" of youth into militia groups. Because problems faced by young people in post-conflict situations are so pressing, a youth rights advocacy perspective is required alongside program development efforts.

Minimally, youth require a DDR process that not only meets their nutritional and health needs, but also their psychosocial needs, including the need to re-establish self-approval and acceptance within their families and communities. Not surprisingly, a high percentage of child soldiers have experienced physical and/or sexual abuse as well as ideological indoctrination, as in Sierra Leone and Sri Lanka. Many young people have been separated from their

families or have witnessed the killing or injury of family members. The need for trauma counseling is critical. However, Western psychological models have not always been entirely successful in many developing countries, since they are sometimes perceived locally as leading to "admitting craziness." Western models may need to be adapted or supplemented with indigenous forms of healing and community reconciliation.

Increasingly, practitioners are recognizing the need for structured education, training, and recreation for youth as part of the DDR process. Overwhelmingly, youth in post-conflict situations identify both security and education as their top two priority needs. Education enables youth to recover some degree of normalcy, psychologically, and begins to help them rebuild their lives economically. There are many challenges, including the fact that many war-affected youth have been out of school for long periods of time, and that many have responsibility for supporting family members. Nevertheless, informal and/or accelerated schooling should be provided.

Virtually all youth displaced by war will

need to work to support themselves and their families, and DDR programs need to help youth develop viable livelihoods. Many past DDR operations have been criticized for failing to train ex-combatants for the actual range of employment opportunities available, and this is especially true for young people. Microfinance programs typically serve young people (age 18-24) if they have had some prior business experience, even marketplace hawking. Youth without such experience, however, may be better served by entrepreneurial skills training in conjunction with microfinance.

As peace becomes a possibility in regions experiencing violence, planning for the needs of youth should begin immediately. While the needs of youth associated with the fighting forces — both male and female — should be addressed, they should not be segregated from other young people if possible. If former combatants are offered services and educational opportunities that are denied other young people, a perverse economy of entitlement may be established in which participation in war is rewarded. For this reason, the emphasis should be on social integration and meeting the needs of all youth, since, in fact, the effects of conflict spare none.



PHOTO: PANOSZIMOVA

Education can transform youth into productive community participants.

Special attention must be paid to young women and youth leadership if programs are to be far-reaching and sustainable.

5 HOLISTIC PROGRAMMING

Youth have a wide range of needs as they prepare for adult roles. They need to develop skills for economic self-reliance. They need citizenship skills, such as teamwork, leadership, discipline, communication, and social responsibility. They need arenas in which they can identify and test their talents and develop healthy relationships. Thus, programs that provide opportunities for growth in more than one area tend to be more useful. Programs should consider a mix of job training and job creation; political participation; sports and recreation; leadership; and health training. In high-risk regions, conflict resolution should be built into all of these activities.

6 PLAN TRANSITIONS FOR YOUTH

Youth is a period of transition and preparation. Therefore, youth programs must go beyond serving immediate needs to readying youth for a healthy transition into adult roles. Ideally, programs should be designed as "feeders" into political, economic, and social institutions for adults. Cooperative relationships with larger institutions (such as schools, churches, mosques, and community service organizations) allow youth to interact with and learn from adults and to plan concrete options for their adult lives. Mentoring of youth by responsible adults in the community helps youth widen their horizons and build pathways toward the future.

WANT TO KNOW MORE?

Some demographic trends are destabilizing. In *Bare Branches: the Security Implications of Asia's Surplus Male Population*, Valerie Hudson and Andrea den Boer argue that disproportionately large, disenfranchised populations of young men are linked to domestic instability and inter-state war. In another take on the topic, the authors of "The Security Demographic: Population and Civil Conflict after the Cold War" show that high birth and death rates can be destabilizing whereas small, healthy families improve a state's prospects for long-term stability. www.populationaction.org

Youth unemployment has skyrocketed to all-time global highs, according to the International Labor Organization's Youth Employment Network. Young people who have no access to legitimate employment are more likely to be drawn into exploitative or illicit activities, including conflict. www.ilo.org

Over 300,000 children fight as soldiers in current conflicts. Under the Children's Rights Section, Human Rights Watch has a range of publications on where child soldiers are used, why they are so often preferred as recruits, and the consequences to both children and society. www.hrw.org Even more children (estimates are over ten million) have been psychologically scarred by the trauma of conflict through abduction, detention, sexual assault and the murder of family members. The Canadian International Development Agency has made child protection one of its top social development priorities. www.acdi-cida.gc.ca and www.waraffectedchildren.gc.ca

Approximately half of the world's 35 million refugees and internally displaced persons are under the age of 18, according to the Women's Commission for Refugee Women and Children. The Commission's study, "Untapped Potential: Adolescents Affected by Armed Conflict," outlines best practices in adolescent programming and underscores the importance of youth participation in program design. www.theirc.org/resources/index.cfm

For guidance on designing, implementing, and evaluating youth education and protection programs in crises, consult the many resources of the Inter-Agency Network for Education in Emergencies (INEE). www.ineesite.org

Many innovative youth programs in the US can be adapted to developing countries. Public/Private Ventures (P/PV) www.ppv.org is a national nonprofit organization that has done extensive work on mentoring, youth employment, community service, faith-based initiatives, and youth violence-prevention. Best practices in youth employment and development programs are recorded at PEPNet, a project of the National Youth Employment Coalition. www.nyec.org/pepnet/index.html

Mentoring of youth by responsible adults in the community helps youth widen their horizons and build pathways toward the future.

MONITORING & EVALUATION



Children in refugee camp. No place emphasizes feelings of powerlessness and exclusion more than refugee camps.

The following monitoring and evaluation tools have been developed specifically for gauging the effectiveness of programs that incorporate both youth and conflict: those that seek to better young peoples' economic, social and political conditions in order to help improve their lives and remove the factors that can drive youth toward conflict.

The framework, indicators and illustrative activities have been developed from several USAID programs and monitoring plans, with significant input from a panel of experts and USAID mission staff. As such, these should be viewed as general models that must be adapted to a country's specific context. Please note that the CMM Office plans to

update and revise this M&E section as its understanding evolves, and welcomes your comments as part of this process. If you have any questions about these tools, please contact either Zachary Rothschild or Elizabeth Martin in the CMM Office. For additional guidance and resources on monitoring and evaluation, please visit USAID's Evaluation site at <http://www.dec.org/partners/evalweb/>.

USAID/CMM ILLUSTRATIVE INDICATORS

GOAL: DRIVERS OF YOUTH VIOLENCE MITIGATED^{1,2}
SUB GOAL: CONSTRUCTIVELY ENGAGE YOUTH TO PROMOTE PEACE

OBJECTIVE 1: ECONOMIC OPPORTUNITIES FOR YOUTH INCREASED

- % youth employed in targeted areas
- % change in incomes from constructive employment
- % youth perceiving more optimistic view of future (economic, self-image, effectiveness)
- % of businesses started by youth still in operation one year later

IR 1.1 BUSINESSES AND GOVERNMENT BETTER ABLE TO EMPLOY YOUTH

- % business or institutions employing youth
- increased advocacy by local, regional and national youth groups

I.1.1 Economic and social incentives to employ youth increased

- % business or institutions responding to incentives for at-risk/marginalized youth

I.1.2 Youth organizations and businesses' institutional capacities developed

- % increase in skill levels of youth-owned businesses
- % increase in equipment quality in youth-owned businesses

I.1.3 Credit opportunities for youth expanded

- % of youth being approved for small loans
- % of youth using loans to start small businesses

IR 1.2 YOUTH BETTER EQUIPPED TO ENTER MARKETPLACE

- %/# of schools offering vocational/technical training specifically for young men and women
- % of trained youth obtaining employment

I.2.1 Applied academic skills for job success improved

- % increase in youth literacy and numeracy rates from training programs
- % special groups (IDPs, refugees, young ex-combatants, women) secondary school graduation rate (disaggregate by gender, other relevant social cleavages)

I.2.2 Market-driven vocational, business, and professional skills developed

- % of youth with access to training
- % apprenticeships/internships filled by youth
- # of courses incorporating basic work-business ethics

1. In this document youth are defined as having reached the stage in life where they are physically capable of assuming adult roles (i.e., have passed puberty), usually between ages 15 and 24, although different societies frame this differently. Definitions may vary for men and women. Indicators should be disaggregated by youth age groups.

2. Youth and communities at risk for engaging in violence should be targeted, where appropriate, based upon an assessment. For discussion on identifying at-risk youth refer to the Youth & Conflict Toolkit, Lessons Learned, Section 1.

The illustrative indicators should be viewed as general models which must be adapted to a country's specific context.



A 13-year-old gang member shows off his gun for the camera.

USAID/CMM ILLUSTRATIVE INDICATORS

OBJECTIVE 2: CIVIC/POLITICAL PARTICIPATION OF YOUTH INCREASED

- % youth organizations capacity increased (e.g. effective management of resources)
- social outlets which include multi-ethnic/racial/religious youth increased (sports, clubs, scouts)
- % of eligible youth involved in electoral process
- # and quality of youth consultations in peace processes (index)

IR 2.1 GOVERNMENTAL AND COMMUNITY INSTITUTIONS ENGAGE YOUTH IN CIVIC AND POLICY PROCESSES

- % of target CSOs engaged in civic action programs that involve youth (human rights education, civic dialogues, accountability, transparency)
- % of youth citizens reached by civic and political action programs undertaken by CSOs/CBOs satisfaction index (CSO/CBO/youth)

IR 2.2 YOUTH INVOLVEMENT IN CIVIC AND POLITICAL INSTITUTIONS INCREASED

- proportion of youth in community-based organizations (CBO), or CSOs leadership positions (measured over time)
- increase in youth-led advocacy

IR 2.3 MEDIA COVERAGE OF YOUTH CONCERNS IMPROVED

- increase in articles/advertisements with positive messages about youth in newspaper/radio/TV
- increase in media resources devoted to raising community awareness of youth issues

OBJECTIVE 3: IMPROVED RESPONSE TO NEEDS OF CONFLICT-AFFECTED YOUTH AND COMMUNITIES

- #/% ex-combatants reintegrated into their community (index)
- community-based program participation by young female war-participants
- local government resources (\$) directed toward conflict-affected youth & communities

IR 3.1 SPECIAL HEALTH NEEDS MET

- % of conflict affected youth with special needs met

3.1.1 Access to trauma and psychosocial support for conflict-affected groups increased

- % of sexual gender based violence victims (SGBV) receiving assistance (psychosocial, medical, legal, other support)
- % of victims able to access services

3.1.2 Reproductive and other key conflict-related health needs addressed

- % of conflict affected youth receiving key health services
- increased awareness about HIV/AIDS
- increased prevention of unwanted youth pregnancies

IR 3.2 COMMUNITY HEALING PROMOTED

- # of multi-racial/ethnic/religious community-based (CBOs/CSOs) healing initiatives underway (including traditional, transformational)
- #/% youth engaged in community healing activities

3.2.1 Tensions between youth war-participants and victims alleviated

- more equitable access to critical resources (water, housing, land)
- more inclusive participation in community events
- community dialogue including youth ex-combatants enhanced .
- # community groups with members who are former adversaries

3.2.2 Reintegration of ex-combatant youth facilitated through community-based support

- % ex-combatants with self-sustaining forms of employment
- % ex-combatants adopting civilian identity (e.g. enhanced civic interest, voting, membership in organizations, personal relationships, ambitions, etc.)
- community-generated activities involving ex-combatants increased

3.2.3 Community and personal security improved

- youth perceptions about security, violence and crime (index)
- measurable crime rates (e.g., violent incidents, reported rapes, thefts)
- % of threatened population with access to safe havens available

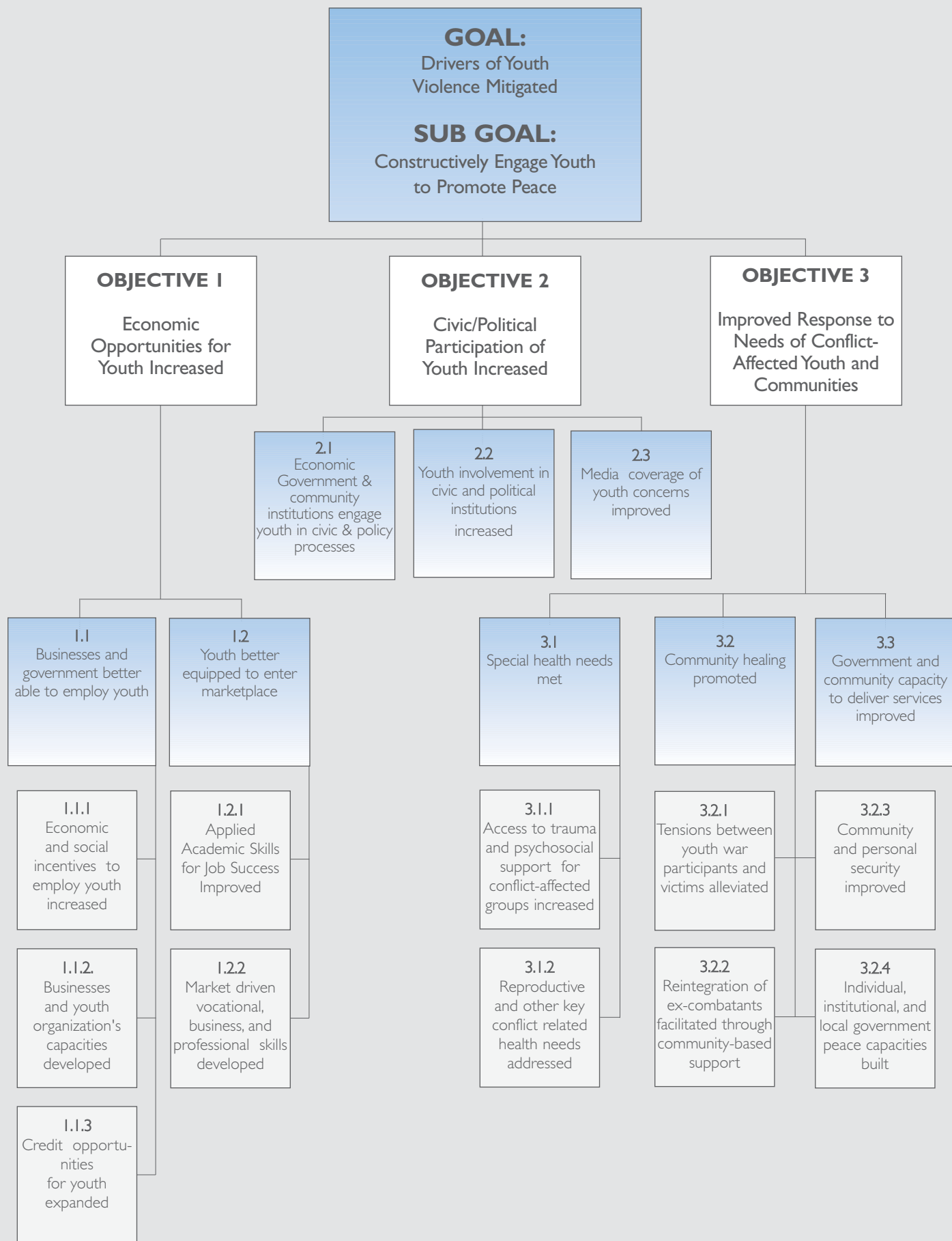
3.2.4 Individual, institutional, and local government peace capacities built

- CSO/CBOs/individuals able to effectively participate in peace process
- % CSOs/CBOs/schools with effective peace education programs
- % of communities with peace-building, conflict resolution/opportunities for out-of-school youth
- proportion of local government committees that use traditional or community-based mechanisms for resolution of conflicts

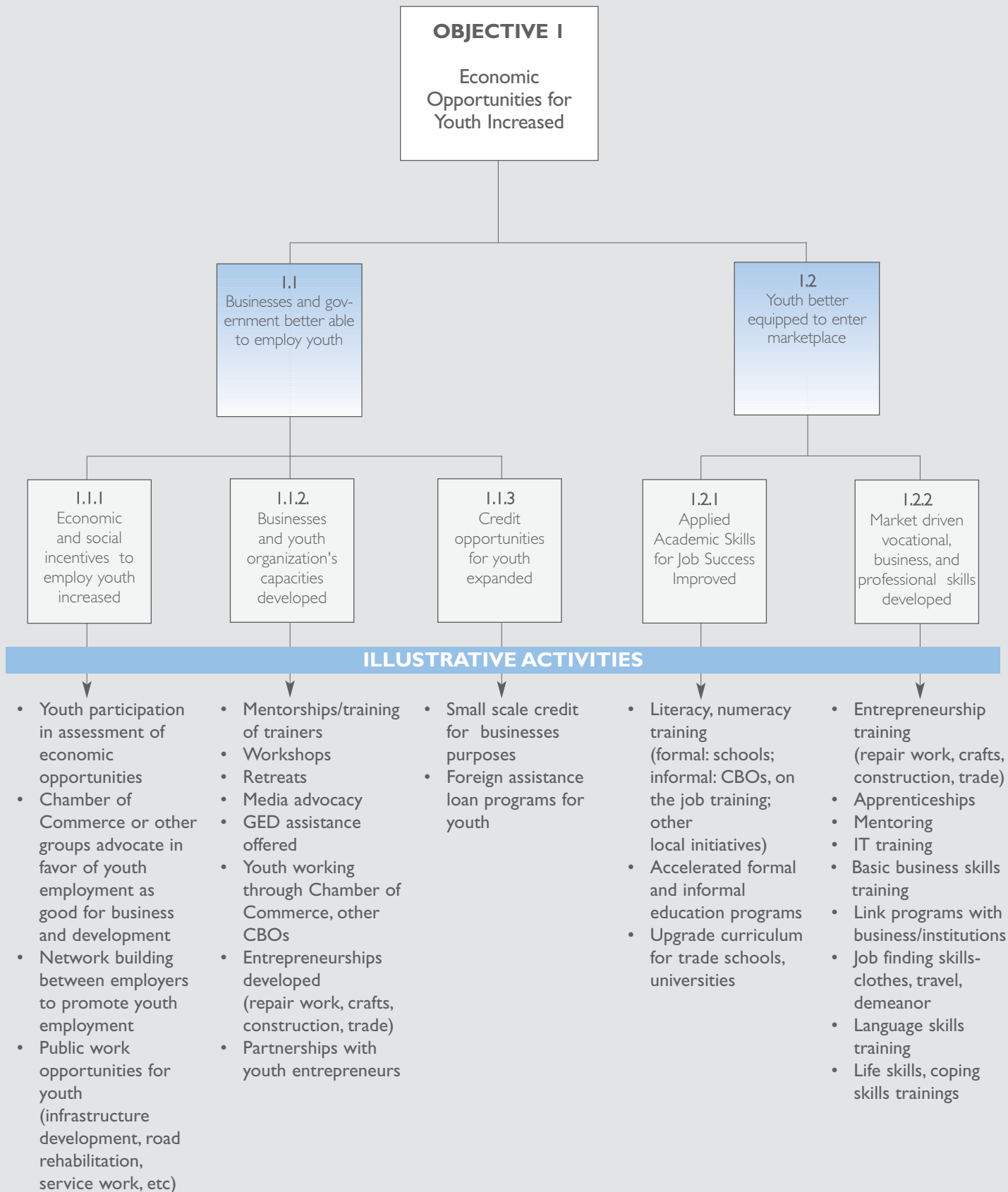
IR 3.3 GOVERNMENT AND COMMUNITY CAPACITY TO DELIVER SERVICES IMPROVED

- # of community services available
- % change in a customer satisfaction index

USAID/CMM ILLUSTRATIVE RESULTS FRAMEWORK



USAID/CMM ILLUSTRATIVE RESULTS FRAMEWORK



OBJECTIVE 2

Civic/Political Participation of Youth Increased

2.1
Economic Government & community institutions engage youth in civic & policy processes

2.2
Youth involvement in civic and political institutions increased

2.3
Media coverage of youth concerns improved

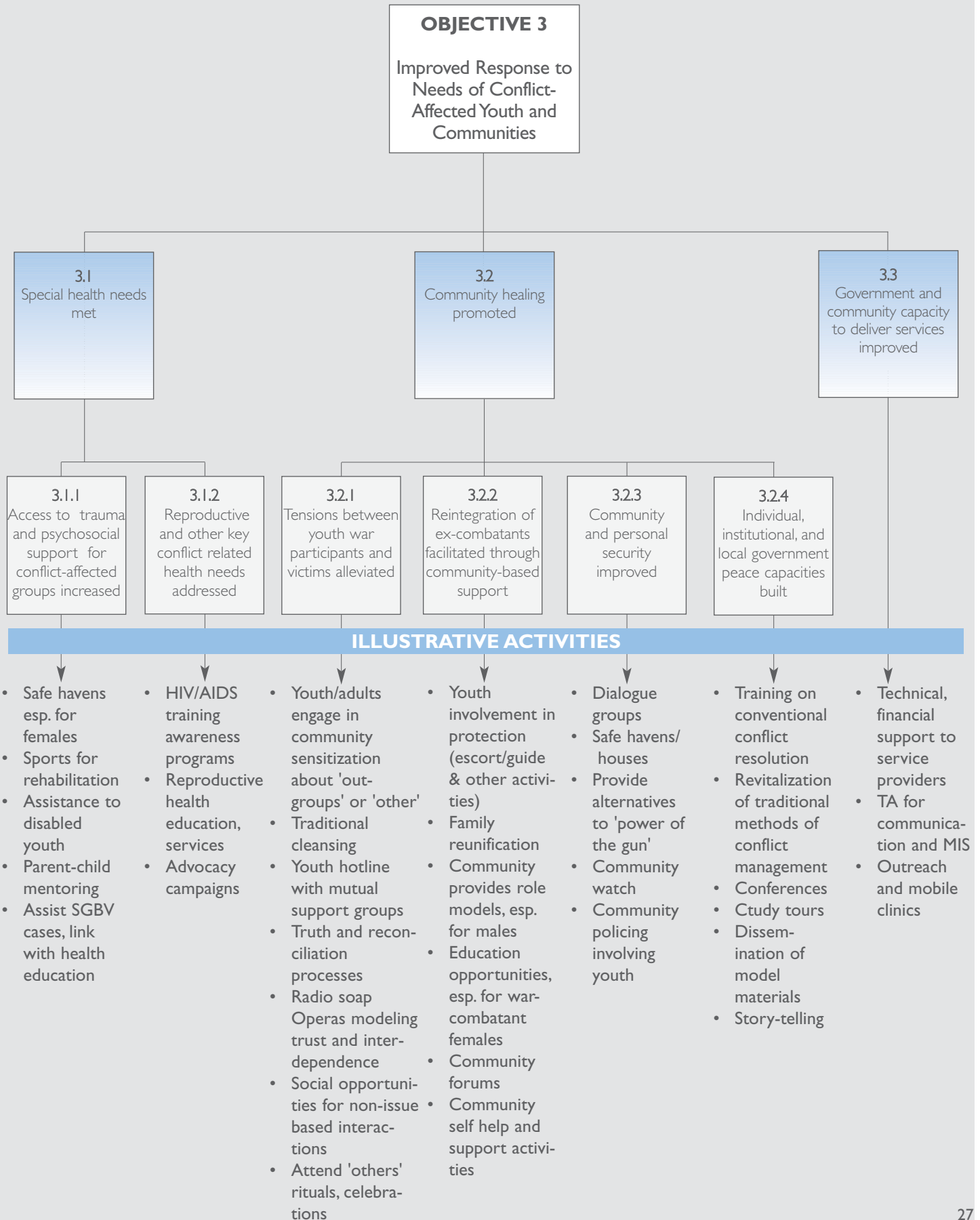
ILLUSTRATIVE ACTIVITIES

- Connect youth with adult decision makers
- Civic education
- Engagement of youth in developing/sponsoring civic events
- Dialogue sessions
- Town hall meetings
- Peace benefit understood and promoted
- Provision of outlets such as sports event, development of clubs (male/female)
- Support to youth society networks
- TA, training to government on how to engage youth

- Youth voter registration
- Involve youth in election monitoring leadership positions
- Youth congress
- Youth-led research projects, advocacy
- Provide high profile outlets for youth voices
- Hosting community and cross community events
- Student government
- Peer-to-peer mentoring

- Support platforms for youth voices in media
- Youth-led and produced media
- Peace journalism skills training

USAID/CMM ILLUSTRATIVE RESULTS FRAMEWORK



RESOURCES



USAID CONTRACTING MECHANISMS FOR YOUTH AND CONFLICT PROGRAMMING

EQUIP3/YOUTH TRUST LEADER WITH ASSOCIATES AWARD MECHANISM (EGAT/ED)

This cooperative agreement helps to prepare out-of-school children and youth for their roles in work, civil society, and family life. The project engages out-of-school and disenfranchised youth as partners and resources in addressing the social service and economic development needs of their communities, while helping them acquire the skills needed for produc-

tive futures. Prime Recipient: Education Development Center. Sub-Recipients: International Youth Foundation; Academy for Educational Development; National Youth Employment Coalition. Associate Organizations: Catholic Relief Services; International Council on National Youth Policy; Opportunities Industrialization Centers, Inc.; Partners of the Americas; Plan International; Sesame Workshop; StreetKids International; World Learning.

www.equip123.net

DEMOCRACY AND GOVERNANCE CIVIL SOCIETY STRENGTHENING COOPERATIVE AGREEMENT (DCHA/DG)

This agreement may be used to implement programs targeting youth to increase their participation in political processes and civil society activities. The two lead agencies are: the Academy for Educational Development (AED) and Pact, Inc. Under AED, affiliates with experience programming for youth are: Mercy Corps International and Search for Common Ground; and under Pact: The Center for Civic Education; Children's Resources International, and World Education.

www.usaid.gov/our_work/democracy_and_governance/publications/pdfs/lug.pdf

BASIC EDUCATION AND POLICY SUPPORT (BEPS) IQC (EGAT/ED)

BEPS provides assistance in improving the quality, access, equity, and efficiency of education, particularly basic education. "Education in Crisis Situations" is one area of expertise, as well as longer-term improvement of basic education through policy support and technical assistance. Creative Associates International is the primary agency, with sub-contractors: CARE, GroundWork, and The George Washington University.

www.beps.net

INTERNATIONAL YOUTH FOUNDATION COOPERATIVE AGREEMENT (EGAT/PR/UP)

This cooperative agreement aims to increase the employability of youth through life skills, vocational, information and communications technology (ICT) and entrepreneurship training ("holistic employability training"). Youth also are provided with mentors, coaching and counseling, internships, and job placement in urban areas. Prime Recipient: International Youth Foundation Sub-Recipients: Alliance for

African Youth, Lions Clubs International, Youth Development Trust of South Africa, and Nokia. Contact: Vicki Clark vclark@usaid.org.

CORPORATE SOCIAL RESPONSIBILITY AND YOUTH ENTREPRENEURSHIP, GDA COOPERATIVE AGREEMENT (EGAT/EG/EDFM)

Youth Business International (YBI), the Prince of Wales International Business Leaders Forum, is a UK-based business NGO that assists youth from ages 18-35 with starting a pre-microenterprise business. YBI works with business people around the world who share a similar corporate social responsibility agenda, which includes transfer of their knowledge and experience to potential young entrepreneurs to reduce unemployment, alleviating poverty and developing a healthy enterprise culture. It is important to note that many of the youth in these activities are unable to obtain bank loans to start a business, and often are blue-collar workers, carpenters, painters, construction workers, and administrative support staff for health transport and kiosk businesses. The YBI program currently operates in 22 countries, and has helped 70,000 disadvantaged young people become entrepreneurs, with over 60 percent sustaining their businesses through the assistance of 8,000 business volunteers. The current programs are also open to applicants working in all business sectors. To qualify to receive help, youth applicants must: 1) have a viable business plan; 2) be judged to have the personality to become an entrepreneur; 3) demonstrate that they have been unable to obtain help elsewhere. YBI will contribute to start-up costs of any new operation. www.youth-business.org

Contact Person:
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**Photo opposite page:
Boy with ammunition belt.**

