



USAID
FROM THE AMERICAN PEOPLE

USAID's Experience in Nonformal Education Activities for Youth: from Telecenters to Life Skills to Gaming...

Patricia Flanagan
USAID/E&I

November 2, 2012
Climate, Youth, & Land Markets in Urban Areas



USAID
FROM THE AMERICAN PEOPLE

- **Comment on Marika Tsolakis' paper: *Grassroots English Clubs as Sites of Learning and Democratic Debate in Urban Senegal***
- **Share some USAID/E&I/ICT learning experiences**



USAID
FROM THE AMERICAN PEOPLE

Evidence-based Comments

- over 5 dozen reference citations**
 - + 4.5 pages bibliography**
 - + MA in Edu and PhD student Univ. of London**
 - 12 minute presentation time**
-
- = I AGREE**



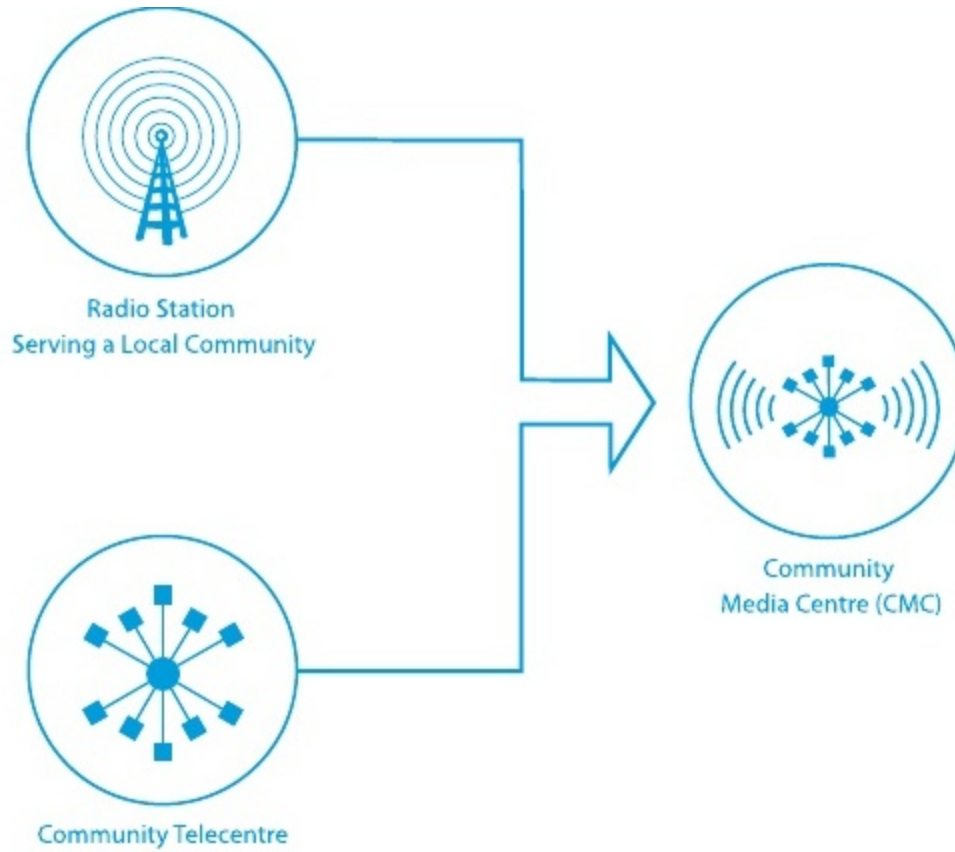
USAID
FROM THE AMERICAN PEOPLE

USAID learning experiences

- **Telecenters in the 90s: Paraguay**
- **Technologies in School: Macedonia**
- **Partnerships: IT Companies**
- **Focus on Youth: Life skills**
- **New Media: Gaming**



USAID
FROM THE AMERICAN PEOPLE



Info is Knowledge is Wealth

Report excerpts:

- As the world continues to move towards knowledge-based societies and market-based democracies, education unquestionably must also transform. It is essential that today's students become tomorrow's human resources capable of creating rather than receiving, skilled in constructing and using their knowledge in different situations and ready to take responsibility for the work they do.
- The potential exists for ICTs to transform the way people live, learn and work. USAID asserts that “nations that harness these technologies can look forward to expanded economic growth, improved human welfare, and stronger democratic governance.”

Contribute to SO: *Mitigate Adverse Social Impacts of the Transition to Market-Based Democracies.*



Paraguay Amic@s Program

1997 Alliance btw gov't of the City of Asuncion and USAID to establish 12 City Classrooms for Information, Communication, and Learning (AMIC@S).

Principal objective: create community spaces that offer opportunities for access to information, technology, and learning to citizens living in economic hardship.

Facilities: 4 - 7 LAN- and UPS-connected computer workstations; 1 multi-device (printer, scanner, copier, NO fax); 2 dedicated Internet connection, 10 dial-up connection.

Services Offered: certificate training in the use of IT, i.e. - computer-based typing, MS Office, Internet surfing, multimedia encyclopedias and databases research..

Location: high-risk barrios ~12-14,000 people; 2 in commercial areas (bus terminal, market), 10 in or near schools serving homeless children, orphans, and those with drug and alcohol use or in prostitution.

Users: secondary and university-level students comprised largest client base; no specific programs targeted females or other disadvantaged sectors; facilities and computers not disabled-accessible.

Marketing: little publicity within or outside the communities, word-of-mouth and some advertising through brochures and newsletters

Macedonia Connects

2004 partnership btw the Min of Education and Science (MoES), USAID and local ISP *On.Net*.

Principal objective: increase Internet access and use in all schools and accelerate economic and social development by connecting all macedonians to the Internet.

Pathway to success: GOM desired deployment of broadband Internet connectivity to all 360 public primary and 100 secondary schools to enhance utility of 2002 Donation of 5,000 computers by China.

- Deployment schedule of May-Sept for links to be operational at start of 2005-06 school year (*Spoiler Alert!*: 310 Mbps international Internet connection launched mid-Sept, all schools connected end-Sept).

Macedonia Connects cont.

Win-win!

Strong inducement : guaranteed 3 years business from the schools significantly reduced entrepreneur's risk

Market power: enabled public sector to procure school connectivity under a contract that required the winner to implement a business plan for a national broadband service.

- The program also called to built a network to offer affordable service to all residents/biz around schools.
- Provider could pick technology, but provision of service at price levels geared to least expensive comparable service in W. Europe.

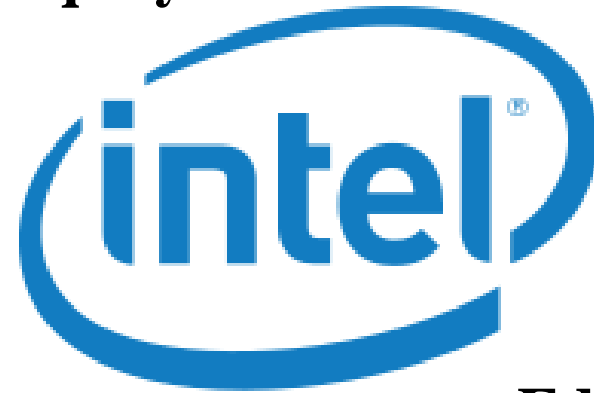


USAID
FROM THE AMERICAN PEOPLE

Partner\$hip\$



Gender Equity

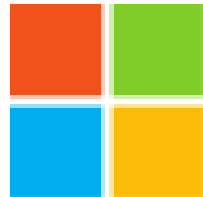


Education

Democracy & Governance

Agriculture

Health



Microsoft

Economic Growth & entrepreneurship



USAID
FROM THE AMERICAN PEOPLE

Creating a Connection or a Divide?

The aging of the world population presents a major challenge to development processes, which have previously addressed societies with a larger proportion of younger generations than older generations.

ICT has the potential to connect two global phenomena: the age of connectivity and the aging of societies.





USAID
FROM THE AMERICAN PEOPLE

Youth

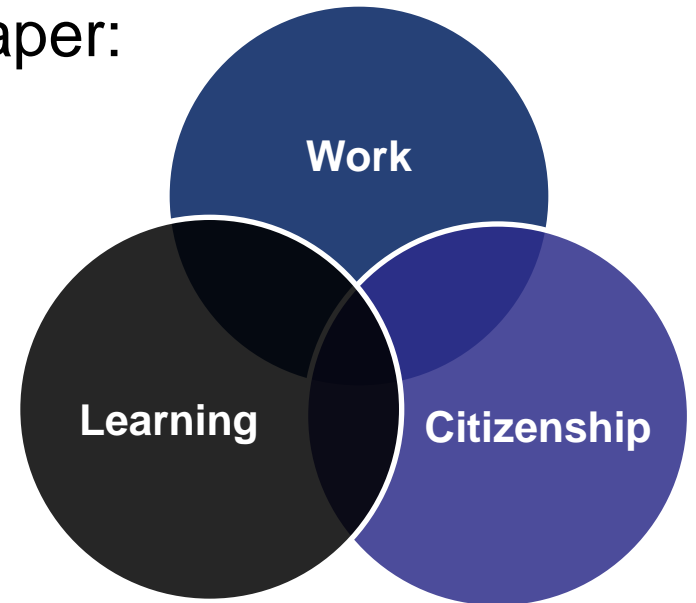
“The great bulk of today’s 1.2 billion youth—nearly 90 percent—are in developing countries. 8 in 10 of those youth live in Africa and Asia. During the next few decades, these young people will most likely continue the current trend of moving from rural areas to cities in search of education and training opportunities, gainful employment, and adequate health care. With the right investments in health, education, agricultural development, and entrepreneurship, a large youth population can be an opportunity for development and change.”

2009, Carl Haub

Population Reference Bureau senior demographer

Two particular elements in Marika's paper:

- strengthening youth capabilities through life skills training
- Youth voices /youth perspective should be present



Life Skills

Adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of work and everyday life.

- Responsibility and respect for self and others
- Listening and communication skills (written/oral)
- Self-confidence, self-esteem, assertiveness
- Conflict and stress management
- Problem-solving
- Reproductive health, family planning, STDs/HIV
- Gender roles and stereotypes, gender-based violence
- Employability skills (interviews, resumes, workplace protocol)
- Goal setting and career planning
- Community service/service learning projects



USAID
FROM THE AMERICAN PEOPLE

Passport To Success ® (PTS)

- **Goal** - skills readiness and confidence to succeed in life and workplace
 - **Target Pop** aged 12 to 21 vulnerable youth
 - in school but at risk of dropping out
 - out of school or out of work
 - working in dangerous environments
 - **Implemented** in
 - 20 countries
 - translated / adapted into 17 languages
 - 62,000+ youth reached
 - **Delivery** via stand-alone & integrated models
 - Pub & pvt primary/secondary schools, in & out-of-school progs
 - Vocational technical institutes
 - Youth-serving non-profit orgs
 - Teacher training colleges
 - Orphanages



USAID
FROM THE AMERICAN PEOPLE

Build Jordan!

...the game

Build your city!



*Play
with
Friends*

*Make a
Difference*



Transform your country!



Games...

- meet youth in spaces in which they are already
- are interactive, ‘forward-looking,’ participatory
- give players ‘agency’ (a.k.a. superpowers, secrets) to solve problems
- enable players try on different identities
- let the players take risks and fail safely
- create sustained engagement thru offer of challenges and rewards



Jordan Citybuilding

- **Create** awareness of major local civic issues
- **Empower** youth to make a change in their communities
- **Engage** youth in volunteerism with CBOs
- **Strengthen** Jordan identity
- **Develop** systems thinking skills



USAID
FROM THE AMERICAN PEOPLE

Civic Engagement & integrated project partnership

The *Mu7afazat 3al Bey2a* project focuses on environmental issues. Young Jordanians use **social media tools** to report, document and engage their local environments in their respective governorate.



Environmental violations on construction sites



Hardworking Amman sanitation workers



Misuses of water consumption in the capital

... link to Build Jordan: Youth use their cell phone cameras to document real world. Postings would result in significant game acceleration.



USAID
FROM THE AMERICAN PEOPLE

New USAID Youth Policy

AGENCY NOTICE

Office of Origin:	A/AID
Notice Category:	Administrator
Date of Announcement:	October 31, 2012
Distribution:	USAID/General Notice

Release of the USAID Policy on Youth in Development

I am pleased to announce the release of our first-ever policy on **Youth in Development**. At its core, this policy is about the way we work every day to deliver results for the communities we serve. Whether we are raising awareness about HIV/AIDS or expanding access to financing for entrepreneurs, all of us can work more effectively to support and engage youth, setting countries on a path to long-term, sustainable development.

This Policy comes at a critical time. Last year, the global population surpassed 7 billion people, more than half of whom are under the age of 30. These changing age structures provide an opportunity for countries to benefit from a phenomenon known as the demographic dividend. As children live longer and family sizes decrease, the working age population grows in comparison to the very young and very old. Coupled with smart education and labor policies, this phenomenon can add as much as two percentage points of growth for years. This is especially true in today's world of rapid transformation and connectivity, where youth serve as energetic change agents in their communities and countries.

Building on the Agency's decades of experience working with youth, this policy addresses the opportunities and challenges of including this critical demographic group within our existing structures and programs. Across our work—from child survival to strengthening citizens' voices to Feed the Future—we can deliver stronger development outcomes by better integrating youth programming and participation with our core priorities.



USAID
FROM THE AMERICAN PEOPLE

Release of the USAID Policy on Youth in Development – cont.

This policy does not provide new lines for funding, nor does it include fixed targets. It is designed, however, to inspire and empower our Agency to make more focused, effective investments in young people. The policy offers insights on how flexible programming can make an impact on this key demographic group to the benefit of an entire nation. Ultimately, there is nothing inevitable about realizing the demographic opportunity in front of us. Young people must be given the skills, resources, and opportunities to succeed through good education, access to health care, adequate nutrition, supportive families and social networks, and the promise of good jobs. If we're successful, we can help young people become the foundation of stable democracies, thriving societies, and prosperous economies.

We will follow the policy launch with a series of agency-wide and bureau-specific briefings and webinars to introduce missions to the policy and facilitate its application. A number of implementation and 'how-to' resources will also be circulated in coming months. We are grateful to the members of the Policy Task Team, Agency staff in Washington and the field, and interagency colleagues for their expertise and hard work in shaping this policy.

Rajiv J. Shah