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Youth Assessment in Angola

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ACKNOWLEDGMENTS

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LIST OF ACRONYMS

AEP	Angola Enterprise Program
AIDS	Acquired Immune Deficiency Syndrome
AMED	Associação de Amizade e Educação Para o Desenvolvimento
ANASO	Angola Network of AIDS Service Organizations
BDS	Business Development Service
BFA	Banco de Fomento de Angola
CBO	Community Based Organizations
CCF	Christian Children's Fund
CEEA	Centro de Estudos Estratégicos de Angola
CICA	Conselho de Igrejas Cristãs em Angola
CLUSA	Cooperative League of the U.S.A.
CNJ	Conselho Nacional de Juventude
CRS	Catholic Relief Services
DCOF	Displaced Children and Orphans Fund
DW	Development Workshop
EPDC	Education Policy and Data Center
EDC	Education Development Center
EPAJC	Escola Polivalente Agroindustrial Joaquim Capango
EQUIP3	Educational Quality Improvement Program 3/Youth Trust
FNLA	Frente Nacional para a Libertação
GDA	Global Development Alliance
GRA	Government of the Republic of Angola
GWIT	Global Workforce in Transition IQC
HIV	Human Immune Virus
IDR	Inquérito de Despesas e Receitas dos Agregados
IEC	Information Education and Communication
INAPEM	National Institute for Small and Medium Scale Enterprise
INE	Instituto Nacional de Estatistica
INEFOP	National Institute of Employment and Vocational Training
IPMP	Instituto Português de Medicina Preventiva
IRI	International Republican Institute
ISCED	Instituto Superior de Ciências da Educação
JA	Junior Achievement
JIRO	Juventude Informada, Responsavel e Organizada
JMPLA	Juventude do Movimento Popular de Libertação de Angola
JURA	United and Revolutionary Youth of Angola
JVA	Jovens Vida Associativa
MAPESS	Ministry of Public Service, Employment and Social Security
MF	Microfinance
MFI	Microfinance Institution
MJD	Ministry of Youth and Sports

MPLA	Popular Movement for the Liberation of Angola
MSME	Micro, Small, and Medium Enterprise
NDI	National Democratic Institute
NGO	Non-Governmental Organization
NFBE	Non-Formal Basic Education
NYO	Nugaal Youth Organization
PMTCT	Prevention of Mother-to-Child Transmission
PRA	Participatory Rapid Appraisal
PSI	Population Services International
REMPE	Recenseamento de Empresas e Estabelecimentos
SCANS	Secretary's Commission on Achieving Necessary Skills
SFCG	Search for Common Ground
SME	Small and Medium Enterprises
SO	Strategic Objective
TOT	Training of Trainers
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNITA	National Union for Total Independence of Angola
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
WAPO	World Assistance Petroleum Operations
YSO	Youth-Serving Organization

EXECUTIVE SUMMARY

USAID/Angola requested a rapid assessment of youth in Angola to inform its programming and partnerships with the Government of the Republic of Angola, non-governmental organizations, and the private sector. With over 60 percent of the population of Angola under the age of 20, the outcomes of the youth cohort (age 14-24) in Angola will profoundly shape the country's future.

The assessment systematically collected the perceptions of young people--their needs, aspirations, and experiences of education and employment opportunities--and compared these with the capacity of key institutions working on behalf of young people, including government, private sector, and NGOs. Three development sectors were considered: employment/livelihoods, health, and civic engagement. Cross-sectoral opportunities for engagement with youth were prioritized. Angolan youth participated actively in the assessment as subjects of twelve focus groups and as members of the assessment team. Fieldwork was conducted in Luanda, Huambo, Benguela, and Cunene from February 13-24, 2006. Opportunities for strategic interventions by USAID/Angola were developed.

Assessment findings:

- **Angolan youth as assets (not "problems")**: Angolan youth have adopted a series of flexible and creative survival strategies across a broad spectrum of extremes.

- **Paucity of safe, informative, and fun spaces**: Angolan youth lack safe, informative, and fun spaces where they can interact, learn and grow.

- **Challenge of stemming HIV/AIDS**: Due to post-conflict increases in mobility, Angola is at risk for increased rates of HIV prevalence, and youth are pivotal in either the spread or stemming of the disease.

- **Inadequate educational services**: There is not enough quality, affordable education, relevant to labor market demand—in either the general or technical/vocational systems.

- **Youth as entrepreneurs**: Young people already possess dynamic entrepreneurial ability, especially those involved in informal commerce in urban areas.

- **Non-politicized participation in society and freedom from corruption**: Youth are especially sensitive to the negative effect of corruption on their education and employment opportunities.

The assessment team recommended the **strategic directions** described below. It also recommended that USAID, to the extent possible, include HIV/AIDS awareness and behavioral change activities in whatever programs it chooses to pursue.

1)   Youth Centers. USAID currently supports Youth Centers in four provinces. USAID could collaborate with the Ministry of Youth and Support to expand the number and regional coverage of youth centers and to upgrade youth center models, so that a greater variety of services and leadership opportunities would be available to youth (e.g. entrepreneurship training, recreation, entertainment, library and Internet services, saving services, HIV/AIDS awareness, testing and outreach, etc.) Youth and community needs assessments should inform these decisions. At a larger scale, USAID might provide technical assistance and capacity-building to support the creation of regional and/or national youth center networks.

2)   Youth Employment and Entrepreneurship Programs. Young people at all levels of education need support to access workforce training programs, to find and succeed in formal sector jobs, to create their own sustainable livelihoods in the informal sector, and to upgrade informal-sector micro-enterprises to businesses that generate more income and better working conditions. Services to youth could include: internships, apprenticeships, entrepreneurship training, micro-enterprise incubation; career counseling, job-seeking help, employability skills training (e.g., communication, teamwork, self-initiative, critical thinking, etc.), financial literacy and assistance in accessing financial services. USAID might also collaborate with the Angolan Government to strengthen vocational education centers. In addition to enhancing the quality of existing centers and helping to open new centers, USAID could complement vocational education by helping to offer vocational education students assistance in access to finance. The assessment team endorsed USAID's collaboration with the Ministry of Education, the Ministry of Youth and Sport, Esso and Coca Cola to introduce Junior Achievement to Angola. The programs of this worldwide organization have demonstrated effectiveness in helping young people acquire entrepreneurial skills and general self-confidence.

3)   Youth Participation in Democratization. Upcoming elections provide an opportunity to build young people's awareness of and practice of democracy by engaging them in politically neutral activities, such as election monitoring and voter registration. Steps can also be taken to sensitize youth to the rights and responsibilities of citizens. Youth-led media is a promising strategy to engage youth in civil society debate.

4)   Youth Service Corps. A youth service corps for Angola would address multiple needs of young people—job creation, employability skill development, psycho-social support, and a positive sense of belonging to the community. Such a corps would also help municipalities to "get things done." Service corps could provide meaningful projects for youth as identified by communities, such building parks, playgrounds, and latrines, planting trees, outreach on vaccination and HIV/AIDS campaigns, distribution of bednets, tutoring children, etc. In additional to a positive and rich learning experience, youth could receive a modest stipend, complementary educational services, certification of program completion, and job/education placement assistance. Youth leadership and constructive adult/youth mentoring are important dimensions of corps.

5)   Connection between HIV/AIDS and youth livelihood/employment. Youth are more vulnerable to contracting HIV when they lack decent and productive work opportunities or a

social support network. Integrated HIV/AIDS and youth livelihood programming could provide training to young people in the provision of home health care services, preventive healthcare, or anti-malaria initiatives. This support to youth entrepreneurship and employment helps them develop productive livelihoods which may reduce their risk of contracting HIV.

USAID/Angola anticipates working in a collaborative fashion with the Angolan Ministry of Youth and Sports (MJD) to support their national youth strategy (Executive Plan) and those plans developed at the provincial level. Following the lead of the MJD, other relevant Ministries (MAPESS, MoE, etc.), multilateral entities (UNICEF), the private sector, and NGOs would be engaged collaboratively to actualize projects that engage the interest, creativity, and productivity of Angolan youth.

I.   PURPOSE AND SCOPE OF ASSESSMENT

USAID/Angola requested a rapid assessment of youth in Angola to inform its programming and partnerships with the Government of the Republic of Angola (GRA), NGOs, and the private sector. With over 60 percent of the population of Angola under the age of 20, the outcomes of the youth cohort (age 14-24) in Angola will profoundly shape the country's future. Experience in other fragile states has shown that successful social and economic reintegration of ex-combatants, both youth and adult, is critical to stability. Economic growth, equally important to stability, cannot occur without efficient and equitable education, training, and healthcare for the workforce, much of which is composed of young people coming into their productive years. For these reasons, USAID/Angola sought a holistic assessment of the needs and assets of Angolan youth, and identification of strategic opportunities to support their healthy development.

Aligned with the USAID Africa Bureau Strategic Framework, the USAID/Angola Strategy addresses dynamics and needs characteristic of post-conflict states with three strategic objectives (SO): Inclusive Governance Reform Advanced (SO9); Basic Economic Opportunity Maintained/Restored (SO10); and, Increased Provision of Essential Services by Local and National Institutions (SO11).   USAID/Angola considers youth as an important cross-cutting issue. Because research has shown that youth's developmental needs must be understood in a holistic fashion, this assessment seeks to consider multiple factors that affect young Angolans' lives, including education, employment, health, recovery from war trauma, and civic engagement. Among these areas, a slightly greater emphasis was placed on livelihoods, employment, and vocational training. Formal basic education was explored indirectly through youth's perceptions of their educational experience and prospects, though detailed analysis of the general education system was beyond the assessment scope. Regional differences were explored through data collection in Luanda, Huambo, Benguela, and Cunene. The team was aware that significant differences exist in the North and East but the scope of the assessment was limited. While there was a slightly greater emphasis on urban areas, perceptions of rural youth in Huambo and Cunene were included.

This assessment is intended to provide direction to USAID/Angola's partnership with the Ministry of Youth and Sports. The Ministry has demonstrated exceptional leadership in advocating and coordinating with other government ministries on behalf of youth and has developed a National Youth Policy (*Plano Executivo Nacional de Apoio A Juventude)* from which provincial departments of youth have developed their own plans. The USAID Mission would like to support the implementation of the Government's plan through its own programming, as well as to contribute new approaches to youth development that have found to be successful around the world.

II   CONTEXT FOR ANGOLAN YOUTH

As a result of the 27-year conflict, almost two generations of youth[1] in Angola have missed important opportunities that prepare them to enter successfully into adulthood. The war caused long-term disruptions to the social systems and infrastructure that typically support youth. Moreover, it produced a context of insecurity that caused youth to avoid combat through migration or pulled them into it as soldiers or as servants for adult combatants. The war's legacy has left an estimated one million orphans and has forced many young people into roles they are not ready to take: that of provider and head of household. Today, an estimated four million households in Angola are headed by young people 16 to 20 years old (IDR, 2001).

In post-war Angola there are important distinctions between rural and urban contexts that must be taken into account. On one hand, the rural context is where the war played out. This had a devastating effect on physical and social infrastructure, particularly in terms of education and health. Equally, it disrupted the agro-economy that was the foundation of subsistence and the dominant cultural mode of life for a majority of Angolans. Rural areas are now left with the war's destruction, which includes a fertile and potentially productive land that is littered with landmines.[2] Left with few life-choices, it is hardly surprising that large numbers of rural youth continue to migrate into urban areas.

In the urban coastal areas, the impact of war was less direct. Still, rapid urbanization has caused a shock to cities, as young Angolans fleeing danger and seeking to sustain themselves could not be absorbed into urban economies. As a result, employment was and continues to be scarce, as the demand for labor cannot keep pace with support. In addition, urban migration has placed intense pressure on social infrastructure, especially schools and housing, and precipitated the mushrooming of urban slums. Urban poverty continues to place great stress on migrant families and their children. Consequently, many young people have adapted by seeking refuge on Angola's urban streets.

Although post-war recovery presents a great challenge, the sheer size and potential of the Angolan youth cohort makes them important stakeholders. If appropriate investments are made and spaces to participate are created, youth can be leaders in the reconstruction and development of the country. Public, private and independent actors must seize this historical moment and work with youth to invest in their healthy growth and development--an opportunity they have not seen in nearly three decades.

Finally, it is important also to recognize that the conditions affecting the youth cohort continue to affect the generation before them: those now over 24-30 years-old. For both generations, the urgent need for education and employment opportunities, to heal from war trauma, and the challenge of HIV/AIDS should serve as strong motivation for all to step forward and take an active role in setting a positive course for Angola.

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[1] In this paper, the term 'youth' is used interchangeably with 'young people'. Youth in Angola is defined as 15-30 years; however, for the purposes of this analysis we will refer to the 14-24 year-old cohort.
[2] While reports vary, it is estimated that Angola still has over 4,000 active minefields.

III   RAPID APPRAISAL METHODOLOGY

This assessment was conducted using rapid appraisal methodology, involving key stakeholders in design, data collection and analysis. The core assessment team consisted of two anthropologists: one with background in workforce development and youth issues, and the other, Angolan-born, with substantial research experience in the socio-economic life of urban areas in Angola. The third core team member was an international youth development specialist with micro finance experience in Latin America. Two of the three were fluent Portuguese-speakers. The team was assisted by two USAID/Angola staff members, an intern, an Angolan interpreter (aged 31), and two Angolan youth assessors. The team's visit was facilitated by outstanding support from the Ministry of Youth and Sport.

At its broadest level, the research design involved systematically collecting the perceptions of young people – their needs, aspirations, and experiences of education and employment opportunities – and comparing these with actual and planned opportunities for young people as described by key informants in government, private sector, and NGOs. This was, in effect, a demand-and-supply analysis. The analysis turned up areas of gaps or deficiencies, which became the starting point for the development of strategic options for interventions by the USAID Mission. Three development sectors were considered in relation to youth – employment/livelihoods, health, and civic engagement – with an eye towards finding cross-sectoral opportunities for engagement with youth.

Youth were actively engaged throughout the field research – both as researchers (Local Youth Assessors) and as subjects of focus groups. Specifically, two youth in two different provinces (Luanda and Huambo), were integrated onto the team through first undergoing an orientation and training on research methodology.   Accordingly, they took an active role in facilitating youth focus groups, posing questions during key informant interviews and analyzing data.

Phase 1: Secondary Research and Field Preparation

A review of development and social science literature on Angola was conducted, with a focus on youth and the development sectors targeted by the assessment.[3] Reports focusing on youth, education, finance, livelihood, HIV/AIDS and post-conflict in Angola and other African countries were reviewed.   Research was also conducted to identify key actors (government and local and international NGOs) working for and with Angolan youth. Two core team members attended a rapid youth assessment workshop in Washington DC,[4] where relevant tools and key institutions were identified and discussed.

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[3] See Bibliography for selected documents reviewed

[4] EQUIP 3 / Youth Trust, "Youth Assessments: Tools and Approaches for Advanced Practitioners", Education Development Center: Washington DC, January 24, 2006.

Phase 2: Field Work

The team conducted fieldwork in Luanda, Huambo, Benguela, and Cunene from February 13-24, 2006. Participatory rapid appraisal (PRA) approach was used to ensure the active contribution of stakeholders through the following methods:

- **Local Youth Assessors**: Two Local Youth Assessors were identified with the assistance of two international NGOs and integrated onto the team. The youth assessors were key in attaining the opinions and realities of their youth colleagues, providing major insights into the provincial youth realities and bridging the research to realistic and strategic options for youth programming.

- **Youth Focus Groups**: Facilitators used a series of five questions across focus groups in four provinces.[5] A total of 115 youth were interviewed in 12 focus groups: four female groups (37 total); six male groups (63 total) and two mixed groups (15 total). "Cognitive ignition devices" (or manipulatives or "kooshes") were used to encourage a fun, collaborative and inclusive atmosphere. Youth were mobilized by NGOs[6] and grouped based on residence (rural/ urban), age (14-18 and 19-24), and gender. To diversify the sample, NGOs were asked beforehand to coordinate groups of youth with varied life circumstances.

- **Opportunity Ranking**: As part of each focus group, youth participants were asked to name the most important opportunities needed in order to be supported in their transition to adult roles. Once a list was compiled, each group (at times split into sub-groups) was asked to prioritize the opportunities.

- **Rapid demographic Surveys**: After each focus group, youth were given a simple survey to record basic demographic information and their future aspirations.[7]

- **Key Informant Interviews**: Individual and group interviews were conducted with a wide range of key stakeholders in services for youth: governmental, private sector, and local and international NGOs.[8] These interviews were largely (but not entirely) coordinated by USAID/Angola. Sampling was targeted and strategic rather than random in order to contribute to potential collaboration between youth-serving institutions.

- **Direct observation**. Visits were made to observe the quality of programming for young people in a variety of vocational training and youth centers in all four locations.

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[5] See Annex B, Youth Focus Group Protocol.
[6] See Annex D, Summary of Focus Groups Conducted.
[7] See Annex C, Rapid Youth Assessment Survey
[8] See Annex A, List of Key Informants.

Phase 3: Data Analysis and Sharing of Findings

Data analysis was iterative throughout the assessment period. Content analysis of focus groups and key informant interviews was conducted. Frequency analysis was conducted on 15 opportunity ranking lists produced by focus groups. Youth assessors and the interpreter contributed their individual analyses; the Luanda-based youth assessor produced a comprehensive final report.[9]

Findings and strategic option recommendations were shared through oral briefings with the USAID Mission and the Angolan Ministry of Youth and Sports. This report will be translated into Portuguese for dissemination to and further discussion with other stakeholders in Angola, including NGOs and youth who participated in focus groups.

IV.   FINDINGS

A.   PROFILE OF YOUTH IN ANGOLA

1)   Population Demographics and Migration Patterns

According to the latest Household Income and Expenses Survey (2001), the Angolan population is predominantly young with an estimated average age of 21 years. The 14-24 year-old cohort numbers 2,944,000, or 19.3 percent of the total population (see Table 1). Those under 20 years account for over 60 percent of the population. In the 15 to 24 year-old cohort, females outnumber males: young women make up 22.5 percent of the total female population, while young men, only 20.7 percent of the male population (IDR, 2001). This gender imbalance is a legacy of the war.

Table 1   Population by Age-group: 2005 Estimates

Age groups	Population (thousands)	Percentage of total
0 – 4	3,062	20.0
5 – 9	2,378	15.6
10 – 14	1,966	12.9
15 – 19	1,629	10.7
20 – 24	1,315	8.6
25 – 29	1,060	6.9
30 – 34	834	5.5
35 – 39	664	4.4
40 – 44	552	3.6
45 – 49	456	3.0
50 – 54	374	2.5
55 – 59	305	2.0
60 – 64	241	1.6
65 and plus	416	2.7
Total	15,252	100

Source: Consortium Fundação Joaquim Nabuco, CI, CEEA (2003)

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[9] See Annex E, Final Report by Youth Assessor, Luanda.

The coastal provinces of Luanda and Benguela and interior provinces of Huambo, Huíla, and Bié are Angola's most densely populated areas (see Table 2). The war created a substantial migration towards the capital and other provinces less affected by the conflict. Primary motivations for migration were to escape war, join relatives, seek employment, and pursue education. Migration in Angola has been family-based, in which settled relatives receive and integrate other family members. Yet, during some of the more intense phases of the war, many were forced to migrate internally or seek safety beyond Angola's borders. These include a significant number of orphans who grew in "foreign" cities, with no family network support.

Table 2. Population by Province: 2005 Estimates

Provinces	Population (thousands)	Percentage of total population
Bengo	451.5	3.0
Benguela	1,546.6	10.1
Bié	1,064.6	7.0
Cabinda	210.5	1.4
Cunene	421.0	2.8
Huambo	1,566.4	10.3
Huíla	1.240.0	8.1
Kuando Kubango	410.3	2.7
Kwanza Norte	405.7	2.7
Kwanza Sul	777.8	5.1
Luanda	3.309.5	21.7
Lunda Norte	405.7	2.7
Lunda Sul	495.7	3.3
Malange	864.8	5.7
Moxico	398.1	2.6
Namibe	297.4	1.9
Uige	1,024.9	6.7
Zaire	361.5	2.4
ANGOLA	**15,252.0**	**100.0**

Source: Consortium Fundação Joaquim Nabuco, CI, CEEA (2003)

2) Social Organization and Youth Identity

Today the urban population in Angola predominates, at 66 percent of the total. The urban concentration has contributed to a more widespread use of Portuguese as the common language and the sharing of common cultural and social modes of organization and socialization. Angolan youth have been a big contributor to this new, "modern" Angolan culture: adopting urban modes of living and creating new forms of social and cultural interaction. In urban provinces where the war played out, young people are now eager to participate in this new culture, particularly as it relates to having more access to information, entertainment and services.

In rural areas, traditional gerontocratic[10] power relations within society still play an important role. In urban centers, new forms of social relations are emerging and the participation of youth in more varied social groups is widespread. Political party identity (primarily MPLA and UNITA) continues to strongly shape personal identity in Angola, including those of youth. Additionally, broader access to information and the influence of youth returning from the diaspora are contributing to important transformations in the mentalities of youth. Democracy, civic participation, gender equality, human rights and the environment are all issues that urban youth are aware of and currently discussing.

Finally, large numbers of displaced families, youth-headed households, and a significant number of orphans have contributed to a rise in new forms of social exclusion. So-called street children and street gangs in Luanda and other urban centers are a visible and challenging reality. One NGO director reports that there are currently four youth gangs operating in Luanda each with at least 30-50 hard-core members. They are known for stealing cell phones and selling them on the black market. The director also reported that there were recent attempts by the Luanda police to aggressively suppress gang members; however, the tactics only pushed the gangs to other cities on major truck routes. Overall, these organizations of marginalized young people represent basic social survival tactics as they are trying, in many ways, to replace social support networks absent for or lost to them.

3)   Health

Two major health concerns affecting young Angolans are war disabilities and the HIV/AIDS pandemic.[11] Presently, amputees account for almost 17 percent of all war-related disabilities. Another serious, yet invisible, war- related disability is its psychological impact. In addition to the visible physical damage to infrastructure, successive armed conflicts in Angola have generated a sense of insecurity. Many young Angolans were victims of serious violations of human rights. The psychological impact of the war on youth, however, is often hidden and needs to be better understood, and yet, its presence is undeniable. One youth said, *"Today if you overhear conversation, people say 'I'm going to kill you.' That's normal; people understand that."* Another explains, *"We need to rehabilitate the consciousnesses of youth, because many have the spirit of conflict."*

The Center for Disease Control estimates that 2.5 percent of the total Angolan population is HIV-positive (though higher prevalence rates have been estimated by others). Save the Children/UK and Population Services International (PSI) assessments reveal that there is a high general awareness of HIV in Angola; however, knowledge of both transmission and methods of prevention is very low. This is particularly true for the provinces of Cunene, Kuando Kubango, and Moxico. Here, there is a lack of information and a high rate of contact with people from

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[10] Gerontocracy relates to social prestige and power based on eldership.
[11] Malaria is also a serious health risk in Angola. Although beyond the scope of this assessment, malaria is a disease that youth should be empowered to help prevent and treat through integrated programming. (See EQUIP3 working paper "Sustainable Wellness for Youth" (March 2006).

bordering nations where prevalence rates are much higher. Youth in these areas are extremely vulnerable to HIV due to their often-active sexual lives that begin very early. Poor socio-economic conditions push some young people into prostitution or cause them to migrate to neighbouring countries where HIV rates are higher[12]. These conditions put youth at a very high risk and have led to the prioritization of HIV/AIDS prevention and control in Angola's National Poverty Strategy.

4)   School Enrollment, Achievement and Literacy

Of the many different kinds of impact of war on the lives of youth as well as concomitant low expenditures by the government on social services, educational opportunities--along with health services--have perhaps been among the most seriously compromised. Currently, the literacy rate for 15-24 year-olds is 71 percent. In 2001, only 52 percent of Angolans over 15 years-old had between 6 and 9 years of schooling (see Table 3).

Table 3. School Level 15 years and older: 2001

Level	Years of schooling	Percentage
1st	4 years	18.8
2nd	6 years	25.0
3rd	9 years	26.6
Médio	11 years	11.8
Pre-University	12 years	4.8
University	13 years and over	3.2

Source: IDR (2001)

According the USAID's Education Policy and Data Center (EPDC), secondary attendance rates in Angola are considerably lower than primary attendance rates. Total secondary school entry rates have reached gender parity due to a decline in male entry rates since the 1980s and a rise in female rates. Nationwide, the female secondary entry rate is projected to surpass that of males in the next decade. EPDC also cites attendance disparities between urban/rural areas, which is almost double in some regions at the primary school level and increases at the secondary level. The widest gap is in the province of Luanda, where secondary education net attendance is 46% in urban areas of the Province and 10% in rural areas. Undoubtedly, the rural education infrastructure has been most severely impacted by the war. This is evident, as secondary net attendance rates are lowest inland and in the north of the country, where the rural areas of Zaire, Moxico, and Bengo have no secondary attendance and Lunda Norte and Lunda Sul have only 1% (EPDC 2005).

In today's post-conflict reality, an Angolan young person faces many constraints to attending school including: lack of school infrastructure (especially in rural areas), school expenses, and

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[12] Although the assessment team did not find specific research on links between the likelihood of risky sexual behaviour and unresolved post-war trauma, there is reason to believe that youth's discouragement about lack of education and employment prospects might have negative effects on the motivation to protect their health.

work or house chores. Matriculation fees in Angolan public schools are low, however, out-of-pocket expenses combined with transportation costs limit access to education. Beyond infrastructure, other problems facing the formal school system include low teacher qualifications and ineffective curriculum. One youth explains, *"The curriculum in schools is behind and not helping us in our lives."*

Finally and perhaps most importantly is the level of corruption that prevents young people from both attending and achieving within schools. In many of the focus groups, youth expressed a high level of frustration and disdain with the present system--with both youth inside and outside of the education system citing challenges. They denigrated the system that many seem to believe is often not based on merit but rather on pay-offs for slots in secondary and higher education; the same was also expressed around formal employment. One youth bluntly stated, *"We study to learn; we pay to pass."* Another stated, *"There are people who are intelligent and work hard, but they don't get into the university. The slot goes to those who have relatives who can pay. There are resources here but no opportunity."*

5)   Skills, Competencies and Preparation for Adulthood

The years of conflict and exposure to its consequences have left young Angolans with deficiencies in the kinds of skills and competencies necessary for productive work in adulthood. During the war, the churches provided young people with both formal and professional education opportunities. However, during heavy fighting even these were unable to function. Not only were training programs discontinued, but informal trainings such as apprenticeships disappeared. Trades that depended upon the transmission of skills via apprenticeships (such as carpentry, mechanics and welding) experienced a break-down. These conditions have led to a generation of under-skilled, under-qualified young people who are not versed in technical trades.

     a)   Employment

> *"I'm jobless. I'm part of a family of twenty children. I rely on my older brother and sister. My mother is jobless. My father died. We rely on some land to generate income."*
>
> *"Sometimes we have to take whatever opportunity that appears... however dangerous... for instance, climbing electricity posts to make electrical connections"*

Employment in Angola can best be characterized by a chronic and overwhelming imbalance between the supply of and demand for jobs. The economically active population in 2005 is estimated at 7,846,000 while the total employed is 3,186,000. In 2005, nearly 25,000 jobseekers visited state-sponsored (INEFOP) employment centers; yet there were only 8,038 advertised jobs for that year (INEFOP, 2005). Throughout the country a majority of the youth cohort is underemployed or unemployed. Formal jobs in Angola are highly desired, yet opportunities are scarce and young people have to compete vigorously.

This situation is compounded as youth have missed critical formal education opportunities, leaving many unable to compete. It was reported that one Luanda bank had to sift through 3,000 applications to find just one or two qualified candidates for loan officer positions. The vast majority of applicants could not pass the mathematics exam, or if they did, did not exhibit the necessary self-initiative and business professionalism to be hired.

As a result of this mismatch between formal labor market demand and labor supply and quality, finding first employment can be an insurmountable task for many young people. A small population of young people is able to rely on social and familial networks to secure first employment. The majority, however, are left to seek opportunities with little support, usually in the informal market. Within the 14-24 year-old cohort an estimated 25 percent are working in the formal sector (public and private sector jobs) while the majority are working in low-paying, low productivity jobs in the informal sector (IDR, 2001).

The informal markets of urban areas are the primary focus of a majority of Angola's youth. Here, they develop multiple income-earning activities for diverse motives including to satisfy short-term subsistence needs or to sustain their households. Males typically load or carry heavy items, fetch water, wash cars, or engage in manual labor. In urban settings, both genders engage in 'zunga' ('zungeiro' for male sellers and 'zungueira' female sellers), i.e., selling or re-selling products. Generally, those within the 15-19 age range, work for relatives in non-waged labor while those above 19 work outside the home independently. The income generated from such activities is uncertain and low, while the working conditions are extremely difficult. Zungueiros usually have to walk around the city carrying their products, competing for commercial areas with others and running from the economic police. A stigma of criminality is attached to these informal activities and produces a social exclusion that leads many youth into drugs, alcohol or prostitution. This, of course, perpetuates their marginalization and increases chances of contracting HIV, STDs, and other health problems.

In rural areas commercial activity is now expanding. Most youth, particularly males, have to engage in farm activities with their families. These are primarily subsistence-oriented, although in some cases there is some complementary commercialization of farm products. Girls tend to work in non-waged jobs at home, in church, or in family gardens; they also sell products in local markets. A rural girl described her life: *"I go to church to listen to God, then I go home to cook and work."* Within the rural context, young people's labor is considered a family obligation. While young people in our focus groups recognized the importance of agriculture, they were seldom motivated to dedicate themselves entirely to agricultural work as remuneration is cyclical and longer-term. One rural youth said, *"Our parents cultivate land to sell produce. Our parents cannot meet our demands so we feel we need to get money. We borrow from our friends and sometimes do 'business'[13]."*

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[13] Business (pronounced 'biznee' in Angola) was a term many youth used across our focus groups when asked how income is earned. This term encompasses all the creative ways youth make money. Generally, it means to sell items or borrow money.

In an effort to respond to the situation surrounding youth, the Angolan government has recently ratified the *Law of the Basis of First Employment* (2006). This law targets youth between 16 and 30 years and seeks to promote employment based on specific policies which include: (i) understanding employment problems; (ii) creating more employment; (iii) facilitating wider access to information and training; (iv) engaging in international cooperation; and, (v) integrating international conventions into employment policies. The law also identifies priority sectors: agriculture and rural development, commerce and services, public construction and housing, and hospitality and tourism.

b) Entrepreneurship

> *"I have to combine all sorts of activities: I am a music composer, painter, plumber, electrician, and bricklayer."*

Due to the current realities in Angola, young people are forced to be flexible and innovative to earn income. Market circumstances are challenging and competition is intense. Fortunately, youth are resilient; they refine their skills and adapt to market demand. For example, in urban areas, youth find it necessary to diversify their products and services: some who shine shoes also wash cars. The 'zungueiros' switch from selling hygiene products in the morning to selling food at noon. In non-urban areas like Cunene along the Santa Clara border young people (many from other provinces) engage in commerce between Angola and Namibia, many purchasing and transporting untaxed products from Namibia to sell in Angola.

Although the informal market is considered the "sector of last resort," it is an important reality for many youth. Several external factors limit their informal businesses including payment of fees (bribes), harassment from competition, threats from police, and excessive regulations. Also, the supply of micro-credit opportunities is scarce as Angola's growing banking sector continues to focus on higher segments of the market. While there are a number of initiatives offering loans, Angola's growing banking sector focuses on higher segments of the market. These factors serve to limit the youth entrepreneur who continues to demonstrate remarkable staying power through his/her own self-reliant efforts.

Not unlike youth in other countries, youth in our Luanda focus groups expressed the belief that adults do not listen to or trust them. One male youth said, *"There is a lack of trust in youth by the government. Also by entrepreneurs. Most of the time, when we present proposals, they are rejected. Even by our own parents."* On the adult side, when asked about micro-finance loans for youth, one Ministry official responded: *"We need to look at youth in a new way. There has been a reluctance to mentor and teach youth because there is fear of losing our position."*

6) Opportunities and Aspirations

Angolan youth are diverse and this assessment provides a modest sample of youth perceptions concerning the kinds of support and opportunities they feel are needed in their lives. Opportunity ranking exercises were facilitated as a part of each focus group. Overall, the youth

focus group participants were quite consistent in naming and ranking the opportunities they desire. Education, employment and health were themes that appeared most consistently in the top three choices across all ranking lists (see Table 4). Young Angolans are clear about the need to recover from years of insufficient and low-quality education. As well, they expressed awareness that employment and health opportunities are important characteristics of their current needs.

"I want to study so I can take the right path... so I won't be a prostitute like others just to get money." - Female Youth, Benguela

"Although I have been transporting beer across the border, I want to study and become a teacher." - Female Youth, Cunene

Table 4 - Opportunity by Theme: Top Three Choices in Ranking Lists[14]

Opportunity attribute (Theme)	Attribute rank	% appearing in top 3 of ranking lists
Education	1st	86%
Employment	2nd	53%
Health	3rd	47%
Access to Information	4th	13%
Sports	5th	13%
Access to Housing	6th	6%

Table 5 below takes a closer look at the opportunity ranking as topics within the larger themes. Consistently across 12 focus groups, youth identified both vocational education and employment as specific opportunities needed. There is clearly a strong desire among youth to obtain employment skills through vocational education and to transition to meaningful work afterward. Older youth focus group participants saw the link between education and employment, and when asked about their aspirations in five years, youth of both sexes expressed high career and/or educational goals. Mentioned aspirations included acting, nursing, law, engineering, and many others. One male wrote, *"I hope to be working with a mining company and take a course in*

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[14] Calculated by identifying the number of times each theme (as a specific topic) appeared once within the top three ranked positions. This sum was divided by 15: the total number of subgroups which prioritized the ranking lists which were generated by the 12 focus groups. For those themes appearing an equal number of times (Access to Information and Sports) their ranked positions were considered to enable a hierarchy in the Attribute Rank (column two).

geology and mining." Males were more likely to express the desire to move to new provinces or countries for work. Female participants were more likely to speak openly about combining high career aspirations with family goals: *"My dream is to study, become a lawyer and build a family." "I would like to be a good teacher, a good mother and have children with a husband."* Unsurprisingly, younger focus group participants in rural areas were less articulate about their career aspirations.

Table 5 - Opportunity by Topic: Appearance Across 12 Focus Groups[15]

	(1) Education	% Appear Across 12 FGs	(2) Employment	% Appear Across 12 FGs	(3) Health	% Appear Across 12 FGs	(4) Access to Information	% Appear Across 12 FGs
	Professional Training	58%	Employment / Opportunities	83%	'Health'	33%	Internet availability	25%
	More schools (formal ed.)	42%	Support for first employment	25%	HIV Ed.	33%	Libraries	25%
	Scholarships	33%	Bank loans	8%	Health Posts	17%	More info. for youth	17%
	Literacy	25%	Internships	8%	Vaccines	17%	More debates / discussion	17%
	To study	25%	Employment by Skills	8%	Hospitals	8%	TV / Radio / Newspapers	8%
	Ed. Materials	17%	Employment Center for youth	8%				
	Improve Quality of Ed.	17%	Voluntary Service	8%				
	End corruption in Ed.	17%	'To have a profession'	8%				
	IT Courses	8%						
	English Courses	8%						

(The leftmost column is labeled vertically: **Opportunity Attribute (Topic)**.)

Noteworthy in Table 5 is the youth's call for more access to information. This can be seen as a healthy indicator of an emerging democracy with many desiring to reduce the isolation imposed by war. While not as frequently cited as access to education, employment or health, youth have sent a clear message that they are hungry to learn, share, debate and dialogue in an open, non-violent manner. Resources, such as the internet and libraries, were identified as the building blocks of this process.

There were youth participants who simply could not or did not write down their aspirations in the focus group surveys. One young person, perhaps, captures their thoughts, *"Angolan youth do not have the opportunity to dream."* Many, however, were able to not only dream but understand the blockages of those who couldn't: *"There exist programs to rehabilitate the infrastructure:*

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[15] Calculated by identifying the number of times each specific topic appeared once in the opportunity-ranking list. This sum was divided by 12: the total number of focus groups that constructed a list.

roads, de-mining. These are visible; we can clearly see them. But a strategy for help with rehabilitating the mind is needed: a mental 'de-mining."

The sections that follow describe some key institutional challenges, resources, and opportunities in three areas of interest to Angolan youth: workforce development (section B); health (section C), and civic engagement (D). The purpose of this overview is to inform strategic recommendations described in Part V.

B. WORKFORCE: EMPLOYMENT, TRAINING & ENTREPRENEURSHIP

Generally speaking, structured opportunities for youth to transition into productive jobs are in short supply in Angola. Three sub-topics of workforce development are examined below: 1) vocational training and job placement; 2) entrepreneurship training; and 3) micro-finance.

1) Vocational Training and Job Placement

Challenges and Needs

Government-sponsored vocational and technical training is provided both by the Ministry of Education (Direcção Nacional do Ensino Técnico Profissional) and the Ministry of Public Administration, Employment and Social Security (MAPESS) through the National Institute of Employment and Vocational Training (INEFOP).

The MoE has 35 vocational high schools (*médios*) throughout the country as well as teacher training colleges; however, few of these are functioning. In 2006, there were close to 38,0000 applicants for 6,000 openings in public secondary schools in Luanda, including Pre-University, Pedagogical, and Polytechnic Schools. The Ministry, however, is candid that its centers face a great number of difficulties, including inadequate student slots, outdated equipment, curriculum and teaching methods, and insufficient libraries and learning materials. There is currently no mechanism for follow-up on student outcomes, so educators do not know whether graduates are obtaining jobs or creating their own enterprises. Ministry officials understand that more coordination is needed with MAPESS and the Ministry of Planning to ensure a sound linkage between education and training and employment; however these linkages are in need of strengthening.

MAPESS/INEFOP provides (or seeks to provide) technical training at 31 training centers and 33 employment centers, and oversees licensing and certification of 227 private training firms. (Seven of the training centers also have employment centers.) From 2003 to 2005, INEFOP trained 43,480 youth – mainly in Luanda, Benguela, Huambo and Kwanza Norte. Additionally, MAPESS/INEFOP reports that 4,409 people received professional training (out of 20,246

soliciting candidates) in 2005. While state-provided professional training has low matriculation costs, the out-of-pocket expenses put this option beyond the financial reality of many young people. Young people complain that private vocational training is too expensive and there are not enough spaces in the public centers.

More assessment work will need to be conducted to gain a fuller understanding of the current and future capacity of vocational education in Angolan. However, a recent African Development Fund Memorandum (2003) reports that in Huambo province the training centers cover only 2 percent of the demand, since the vocational training centers have been destroyed in the conflict. $3.78 M was invested by the African Development Bank for integration of ex-combatants and vulnerable populations through vocational training, literacy and employment support, provided by INEFOP and INAPEM. The MAPESS employment centers in Huambo and Ondjiva maintain data bases of job-seekers. Yet preliminary information suggests that in these data bases are not being used by companies.

One challenge facing employment centers outside of Luanda is the lack of job opportunities in the provinces as well as lack of training providers. Even major economic activities associated with Angola's reconstruction efforts will not absorb the population in search of jobs. For example, the Cunene MAPESS employment center had obtained information that the Chinese firm responsible for constructing a main road in the province was ready to hire over 500 Angolan workers, and received many applications for these positions. Apparently, the number of Angolans that will actually be employed is much lower than anticipated, since the number of qualified applicants is extremely inadequate. One of the main qualifications demanded by the firm is heavy machine operation, skills for which there are no training options in Cunene.

A number of NGOs provide vocational training. For example, Dom Bosco is currently training over 5,000 youth in 10 trades. Okitiuka, an NGO in Huambo, serves 164 disadvantaged youth (age 18-22), providing them with health care, construction skills training, psychosocial counseling, and assistance in accessing formal education, housing, and sustainable employment. Although NGO contribution to livelihoods development and vocational training has been significant, most NGOs are still making the transition from emergency, humanitarian assistance to longer-term development. This signifies that youth employment and training has yet become systematized and coordinated, and is largely disconnected from market demand.

World Assistance Petroleum Operations (WAPO) provides training for the oil industry (mostly in construction trades). It reports that the Luanda market can no longer absorb its graduates, though there are employment opportunities in other provinces, such as Lobito where WAPO is considering opening another training center. There is expected to be significant labor demand for construction skills in the coming months and years as conflict-affected regions, such as Huambo, are rehabilitated. Yet, more analysis is needed to understand the level of skill required for such work. Secondary markets emerging from construction projects should also be explored for job creation potential, such as food, hospitality and communication services.

Summary of challenges:

- Adequate access to affordable vocational training is a serious challenge. Young people state that private vocational training is too expensive and that there are not enough spaces in the public centers or that these slots are meted out through nepotism and corruption.

- Vocational training is often not connected to current or emerging labor market demand, and does not build in the assumption that many youth will have to create their own businesses because the formal sector is not yet robust enough to absorb them.

- Institutional linkages between employment opportunities and supply of trained workers need to be made more efficient. Coordination efforts through employment centers, guidance counselors and training centers need to be more effective in bridging trained candidates to job opportunities.

- Vocational training capacity is weak: curriculum, pedagogy, equipment, and learning materials all need to be updated and upgraded for 21st century competitiveness.

- There is little practical learning and little adult/youth mentorship, apprenticeships and coaching. Adults need to learn to work in partnership with youth and support them in transition from education to work. Policy and institutional support is needed to develop practical mechanisms for this to succeed.

Resources[16]

NGO and faith-based providers, including Dom Bosco: Training centers and schools managed by the churches continue to be a very important option for young people. For many years, the church has been working with the young population, particularly in war-torn or marginal areas. It was the church that sought to maintain basic education programs in remote or inaccessible areas during the conflict. As well, the church provided literacy and civic education programs. Based on their location and pedagogy, churches were able to absorb high numbers of disadvantaged and vulnerable groups such as orphans, 'street children' or marginalized youth. Today, church programs oriented to the 14-24 cohort focus on job-preparation: vocational training with literacy skills.

Dom Bosco - Professional Development Center - Sambizanga: The Professional Development Center in Sambizanga is the organization's hallmark center. In 2005, the center trained over 5,000 youth in diverse trades: cabinet making, locksmith, IT, confectionery, civil construction, electricity and administration. Courses vary by levels and are recognized by the government and private sector. In conjunction with the professional development curriculum, the center offers comprehensive literacy programs. Finally, and perhaps most importantly, there is a Work

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[16] Here and throughout the Report, the section, "Resources," is not intended to be a definitive inventory but rather a sampling of the range of types of services available and initiatives underway in Angola.

Transition Center that dedicates efforts to bridging graduates to meaningful work opportunities. It does so by building partnerships with the private sector[17], identifying relevant internships and connecting potential entrepreneurs to a small micro-finance fund maintained by the organization.

World Assistance Petroleum Operations (WAPO): WAPO centers exist throughout Angola. In Luanda, WAPO provides six-month basic courses in subjects such as carpentry, plumbing, industrial cooling systems, electricity, welding, computer, and languages to about 200 trainees per month. The trainees are referred to WAPO though an application process overseen by MAPESS. Applicants must have a seventh grade education to be considered for the courses -- although the average candidate posses a ninth grade education. Oil companies are primary recruiters of technicians from these centers; however, other companies (construction primarily) do seek candidates periodically.

INEFOP: As the umbrella entity for MAPESS (labor ministry), INEFOP is an important resource for providing vocational / technical training in Angola and for ensuring policies that promote responsive, demand-driven training. They have been active in the recent training of demobilized ex-combatants and war disabled. As well as providing technical training in construction in concert with the Portuguese government, construction companies, UNDP and Chevron. INEFOP interests include, increasing access to trainings and integrating HIV/AIDS education and outreach into its vocational training.

Technical High Schools: The Ministry of Education is in the process of building 35 new *médios* (technical high schools) with the Chinese government's assistance. Phase I, to be completed in 2007, will involve 13 new schools – four of which will be agricultural high schools and nine polytechnics. Each school will add 1,200 student slots. Technical training involves some practical learning opportunities (six-month internships for allied health, three-month for agriculture, and internships for new teachers), though generally internships are very limited as few companies are willing to (or have been approached to) take interns.

Opportunities

There are opportunities to expand vocational training in partnership with the private sector so that the young Angolan workforce can be competitive for employment in large-scale reconstruction efforts that are already underway. There is an urgent need to build roads, schools, health facilities, and other basic services. Training providers who are willing to think entrepreneurially, advocate for youth, and train young people to much higher international standards should be encouraged through programmatic and policy supports.

Agricultural innovation and training is another important opportunity. With the clearing of landmines and the realization that Angolan farmers can begin to meet local and regional demand, agricultural production should rise. Young people may not be interested in small-scale, family-based, subsistence farming, but they will likely be interested in agricultural engineering,

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[17] As of February 2006, Dom Bosco's center stated it will be signing a contract with Odebrecht Construction Company, a major Brazilian multinational company, to employ center graduates.

experimentation with new technology, and the processing and marketing of new agricultural products. Creative thinking is needed to integrate the vitality of youth entrepreneurship—proven in urban market areas—to opportunities for agricultural revitalization in Angola.

2) Entrepreneurship Training

Challenges and needs

At present, Angola's MSME (micro, small & medium enterprises) sector is underdeveloped and relatively stagnant. From 2000 – 2005, the national statistics institute (REMPE) accounted for the registration of 27,279 new and existing businesses in Angola. Of this total, more than half were registered in Luanda, with low registrations in provinces such as Kuando Kubango, Cunene or Moxico. This points to the uneven distribution of job opportunities within the country. To compensate, young people will often offer to work without pay for a probationary period of time in the hopes of proving their capacities and securing long-term employment.

In 2003, the Business-Dedicated Kiosk (Gabinete Único de Empresa) was ratified into law in effort to ease the registration, alteration or cancellation of businesses. With kiosks opening throughout the country, this law aims to reduce bureaucracy associated with registering new businesses. While this represents a first step to create more favourable conditions for entrepreneurs, more needs to be done. New policies should seek to reduce the highly regulated nature of the market through specifically addressing: (i) complex licensing procedures; (ii) weak state-level coordination; (iii) a maximum profit margin; and (iv) high tax rates. It is important to emphasize here that appropriate regulations, sound macroeconomic policies along with the promotion of entrepreneurship development are critical to both realizing the full potential of economic growth and creating inroads to sustainable entrepreneurship opportunities for youth.

Youth in our focus groups did not mention entrepreneurship as a viable or lucrative alternative for earning income over the long term. While an overwhelming amount of the young people we spoke with can certainly be considered entrepreneurs, the stigma associated with the informal market doesn't facilitate associations of pride or motivate growth. A culture around entrepreneurship (in formal or informal contexts) is glaringly absent among today's youth. In effect, they consider their opportunities as extremely few and keep an eye toward the state for support and opportunity.

Summary of Challenges

- With a few exceptions (see Resources section), a 'culture of youth entrepreneurship' is neither widely recognized nor promoted. There are many youth entrepreneurs who feel that either their intentions are not considered trustworthy or that their ideas are not taken seriously.

- The MSME formal sector is under-developed and entry is highly regulated.

- There is a low supply of economically accessible entrepreneurial training and resources for youth.

- The stigma around youth entrepreneurs in the informal economy prevents Angolan society from working with them and building upon their already developed entrepreneurial skills.

- There are limited opportunities for youth to become entrepreneurial in rural settings.

Resources

There are some organizations promoting entrepreneurship in Angola. The National Institute for Small and Medium Scale Enterprise (INAPEM) promotes the growth of the MSME sector through business development services (BDS) trainings. The Angola Enterprise Program (AEP), a UNDP initiative supported by Chevron, aims to support small-business development through policy advocacy, credit initiatives and promoting vocational training that meets market demand. Finally, the Chamber of Commerce has BDS training and provides access to a variety of private sector partners. While various youth participants of the 14-24 cohort are absorbed into these entrepreneurship trainings, most times the cost or small program scope, limits access.

Prestigio: A private sector association, Prestigio created the Angolan Entrepreneurship Program in 1994. This program operates in Luanda and Benguela and targets the assessment and training of small businesses in the formal sector. Small businesses are provided with introductory trainings and, if interested, can hire Prestigio to do a formal diagnosis of their business. Based on the assessment, Prestigio offers a number of business development services and trainings. At present, the program works with small business owners from 30-40 years old. However, the program did express an interest in working with youth.

INEFOP/ Incubators: INEFOP has recently started a project "Incubator for the Future" targeting lower-income youth to help them develop their own businesses. Financial, accounting, and legal services are offered. New technology will be tested to enable some incubation of new businesses through virtual means. Approximately 34 businesses are currently in various stages of incubation.

Chamber of Commerce[18]: The Luanda-based Chamber of Commerce (part of the Ministry of Commerce and Industry) offers a number of courses to support entrepreneurship. They range from accounting to financial management to how to start your own business, and cost $200. Classes hold about 15 students. At present, the majority attending courses are 18-24 years-old and already hold jobs. The director of the Chamber stated that the course fee limits participation and the majority of youth enrolled were from higher socio-economic groups.

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[18] According to the Chamber, its most active and influential members in 2005 included SONANGOL, ENDIAMA, Bridge Tobaco and Banco do Comercio e Industria.

Opportunities

As there are very few entrepreneurial training prospects in Angola, this area is ripe with opportunities. Training courses, internships, apprenticeships and business development programs could have a very important impact on jump-starting Angola's entrepreneurship sector in general and youth entrepreneurship sector in specific.

Urban centers of Luanda and other major provinces are key regions of opportunity. These cities have flourishing informal markets that will not merely 'formalize' overnight. Entrepreneurial potential exists there in large part fueled by young people's business activities. These young people already possess important knowledge, skills and experiences, so training courses should build off of this knowledge and increase their competencies to enable them to utilize more services and upgrade their businesses. Training should be made available to entrepreneurs in both formal and informal markets. In the case of the latter, programs should consider economic accessibility and high-quality training that builds on the skills and strengths of the entrepreneurs and their informal businesses.

3)   Micro-finance

Challenges and needs

The supply of micro-finance for youth is limited at best. While there are presently 11 banks in Angola, few, if any, offer specific micro-finance products, including savings, targeting youth. Strict national limitations prevent offering of non-bank micro-finance products.

The UNDP reports that the majority of the population working within the informal sector has little or no access to credit. The youth interviewed in our assessment confirmed this, as most raise capital through securing small loans from family or friends. They also use money given to them by their family for school or groceries. Overall, the term 'credit' is not part of the youth vocabulary of our respondents. To many, formal credit opportunities simply do not exist. This being the case, it is hard to determine the demand for microfinance services among youth as they have never before had any such opportunities (see Annex I-4). Those banks that set age limits for credit beginning at 18, typically do not absorb clientele toward the younger end of the spectrum (aged 18-20).

Summary of Challenges

- Youth entrepreneurship within Angola is underdeveloped and therefore relatively no youth demand exists around micro-credit.

- Knowledge and opportunities around savings among children and youth is absent as most banks are not promoting savings programs to young people. (Recent activities of Novo Banco are an exception.).

- The supply of micro-credit to 18-24 year-olds is marginal; micro-finance for 14-17 year-olds is non-existent.

- There is a lack of financial institutions in rural areas. Rural savings and loan cooperatives–that in many countries serve as the financial backbone–do not currently exist in Angola.

- There is a challenging trend in Angola's financial sector: a growing banking segment that continues to focus on a small but wealthy portion of the population.

Resources

Novo Banco: As part of the Pro-Credit holding company which offers services to lower income clients in 19 countries, Novo Banco currently has two branches in Luanda (Sambizanga and Rocha Pinto) and one to soon open in Benguela. Decidedly an urban bank, it has a number of low requirement / highly liquid small business loan products that cater to lower income, informal sector clients. While loans are available to clients 18 years and older, the average age of the loan recipient tends to be between 25-40 years.

Novo Banco's bank services, which include accessible savings and checking accounts, are also of critical importance. In 2005, the bank promoted a savings campaign and mobilized 120 school children to fill up piggy banks and open an account with the bank. Both the credit and savings programs represent enormous potential to change a banking culture that has historically been invisible to young people.

Development Workshop (DW): DW started its micro-finance program in 1993 and is currently offering micro-finance services in Luanda and Huambo. The organization works with the Portuguese-owned bank, Banco de Fomento Angola (BFA), and conducts a multi-faceted micro-credit program including: training, credit extension, collection, and evaluation. Individual credit begins at $250 with possibilities for higher loans based on repayment history and evaluations. The majority of the beneficiaries are female youth from 18 to 30–most utilizing credit for commercial retail activities. DW offers a number of micro-finance products including loans to groups, a highly liquid emergency loan (sickness, funeral) and a new product that focuses on credit for homes (purchase or rehabilitation). DW integrates the credit component with capacity building in the areas of business management, savings, financial literacy, and leadership development.

Cooperative League of the USA (CLUSA): This organization is working through Banco Sol and Banco Regional Keve to promote micro-financing to groups of women and men in the

agriculture sector. CLUSA provides loan guarantees to these banks and they in turn extend small sums of credit and in-kind credit agreements to small-scale farmers. Currently, CLUSA has projects in Bengo, Huila and Kwanza Sul with repayment rates above 95%. The solidarity groups tend average five members whose age ranges from 20 to 40. While CLUSA does not specially target the youth cohort, its presence as an intermediary financial institution in rural areas cannot be overlooked.

Opportunities

The banking sector in Angola is currently on an up-swing; both state and private banks are opening branches in provincial areas and smaller municipalities. As a result, there are opportunities for this sector to offer banking services, education and micro-credit products to youth. Banks can be encouraged to reach out to the youth population, because of the size of the cohort and their potential for graduating into a future customer market for banks.

There are also opportunities to connect financial services and financial education to youth-serving organizations and associations. At a minimum, banks could be encouraged to partner with these organizations to offer education and promote their banking services. Youth-serving organizations should work with youth to help develop their credit-worthiness by promoting savings and mentoring in business development skills. There is also a natural match between literacy and numeracy; partnerships between banks and literacy organizations should actively be sought out.

Similar to vocational education, more must be done in terms of understanding the size and scope of micro-finance demand among youth. Equally, an assessment which looks more deeply into the supply of micro-finance would be useful.

C.   HEALTH INITIATIVES

Challenges and needs

The major health issue Angolan young people face today is the HIV/AIDS pandemic. At present, 60% of all reported HIV/AIDS cases occur among people from 20-39 years of age. While on the fringes of this age-range, the 14-24 cohort is, nonetheless, considered to be a high-risk population. Current trends point to a young age of first sexual encounter. A 2003 Population Services International study[19]demonstrated that sexual debut among 15-24 year olds in urban areas is early: 72 percent of the sampled youth were already sexually experienced. It further revealed that by 15 years of age, 60 percent of the youth had sex, and by 18 years, 96 percent were sexually experienced. A variety of inter-related factors further complicate the

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[19] The 2003 study presented findings from a PSI-Angola survey of 10,479 youth aged 15 to 24 in five urban areas of Angola (Luanda, Huambo, Lubango, Benguela and Cabinda). Its purpose was to contribute to national baseline data as well as better understand attitudes and practices around condom use.

HIV/AIDS reality surrounding this youth cohort including: (i) the legacy of war, which can result in low self-esteem, fatalism and low perception of self risk; (ii) socio-economic pressure to earn income through sex; (iii) low rates of testing; (iv) lack of communications media; and, (v) unrestricted movement between border-countries with a high incidence of the disease (Namibia and Zambia).

Resources

Youth Centers (Jango Juvenil): Currently PSI is managing four USAID-funded youth centers in Luanda, Cabinda, Huila, and Huambo and one future center in Cunene. The center locations are all in urban areas due to high population density, presence of borders or major thoroughfares, and proximity to low-income neighborhoods. The youth centers enable vulnerable youth to receive intensive HIV/AIDS prevention education and counseling in a youth-friendly setting. Each center contains a general meeting room with audio-visual equipment, classrooms, a library, a counseling room, a computer lab, and a basketball court. In order to attract diverse youth, the Jangos also provide vocational training in basic literacy, foreign languages, computers, cooking, sewing, art, carpentry, and administration. All center activities are used as an opportunity to provide HIV/AIDS education. Classes are free of charge to ensure access.

UNICEF: UNICEF 's program is the largest and oldest HIV/AIDS program in Angola within the UN family. Its efforts are multi-faceted and primarily target youth and pregnant women through voluntary counseling and testing (VCT); prevention of mother-to-child transmission (PMTCT); HIV capacity-building with youth-serving NGOs; and design and delivery of information, education and communication (IEC) materials. UNICEF works with the Government, UN agencies and donors to support activities through international and local NGOs and CBOs.

ReneSida-Cunene: This program, composed of an association of nurses, is working to develop information on HIV/AIDS and to strengthen its link with Ondjiva Hospital. ReneSida seeks to build a solid partnership with the provincial program based upon IEC initiatives and promotion of a VCT center. ReneSida's IEC campaigns and activities target young people in the region, particularly migrant youth engaging in-cross border commercial activities between Angola and Namibia.

Catholic Relief Services/Caritas Life-Skills Centers: Located in marginalized communities, the centers use life-skills and faith-based values to inform, educate and prevent HIV transmission. Courses include rights and responsibilities, myths and facts about HIV, conflict resolution and communication, decision-making and social relations. As well, the centers use interactive theater to spread life-skills-based messages about HIV.   The centers have multiple facilities that young people can access including as library, computers and recreation.

Catholic Relief Services/Caritas (CAPE): The Caritas Benguela Aids Prevention Project (CAPE) carries out a number of HIV prevention strategies within municipalities, communes and villages. CAPE specifically targets rural areas by bringing HIV/AIDS education to its residents. Logistically speaking, CAPE follows a multiplying strategy whereby there is a 'headquarters' in

the provincial capital with multiple satellite centers in the municipalities. These centers then allow the programs to multiply into rural communes and villages.

Angola Network of AIDS Service Organizations (ANASO): an umbrella organization composed of 40 NGOs and faith-based organizations working in the area of HIV/AIDS. As the major national HIV/AIDS network, ANASO's principle mission is to build and strengthen the capacity of member HIV organizations. In 2006, the network had its first national congress in Luanda where over 250 participants discussed future efforts and initiatives.

Christian Children's Fund (CCF): CCF is working in Central and Western Angola and has implemented a community reintegration program that brings orphaned, displaced and emotionally troubled children and youth together with supportive families and communities. This community-based psychosocial[20] program incorporates local and Western approaches to healing and empowerment through activation and support of traditional social processes, building local capacities and linking emotional healing, physical reconstruction and community mobilization. CCF also carries out complimentary programs including, providing feeding centers, offering formal and non-formal education and extending youth micro-enterprise activities.

Opportunities

Some existing vocational training programs targeting Angolan youth have potential to integrate a HIV/AIDS component. The INEFOP professional courses already include a special module on HIV/AIDS, which could be improved and developed, especially through collaboration with organizations working in this area. Among the potential partners in this area, there is a substantial work being done by the religious youth groups that develop activities in the area of HIV/AIDS prevention through abstinence and fidelity; their programs have the capacity to reach a large number of young people within their religious group. Church training centers may as well integrate in their programs a HIV/AIDS component.

The articulation between organizations working in the HIV/AIDS and livelihoods constitutes a potential in terms of the creation of synergies. In some cases, the work being developed by the organizations could be further improved if there were deeper collaborations. For instance, the testing centers could collaborate more closely with information outreach organizations and local governmental programs in this area.

D. YOUTH CIVIC ENGAGEMENT

Challenges and Needs

Angola's civil war has left a legacy that youth must overcome if they are to participate actively and productively in society, as well as to become drivers for reform. First, many young people

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[20] For more information on psycho-social programming, see Annex J.

were combatants and experienced command leadership structures. And whether or not they were combatants, youth (and adults) had little experience with the practices of a healthy civil society, such as public debate, effective and legitimate state-civil society interaction, multiparty politics, and meritocratic as opposed to patronage incentive structures. Youth in our focus groups consistently noted the lack of public forums for debate and lack of access to information (television, radio and internet). They desired opportunities to communicate with people in other countries and to go on "study visits," as well as to simply discuss issues among themselves.

Second, youth are experiencing what one youth called "inertia." Although our assessment team included several highly motivated youth assessors, both youth and adults reported that the mass of Angolan young people tend to be passive. Perhaps affected by a "hunker-down," survival reflex developed during the war, youth tend not to take the initiative to, as one youth put it, "build things." This is not surprising since young people, even those in the youth wings of the political parties, are given little voice in decision-making. Political cleavages during the war were deep and it was dangerous to speak freely. In focus groups youth complained that adults do not trust youth and that they have prepared proposals for projects that were rejected. In contrast to these perceptions, the Ministry of Youth and Sports (MJD) used a participatory process with youth through the provincial level to develop the Executive Plan (national youth policy).

Resources

Youth Associations. There is evidence that youth have been actively organizing youth associations, at least in Luanda province where a recent Jovens Vida Associativa (JVA) study found 155 youth associations, 50 of them in Viana (2002). Still little is known about these, except that they are diverse and probably have limited organizational capacity at this point in time. Some youth associations are connected to political parties, others to the churches, and still others are created entirely by unaffiliated youth. The MJD, with the support of UNICEF and the Cooperation Française, is conducting a study of adolescent needs with the participation of youth associations. This study is expected to be available in April 2006. The assumption behind this initiative is that to build the capacity of youth associations is to strengthen civil society and to allow youth voices to be heard on a larger scale. JVA supports capacity building for existing youth institutions or those being created, by strengthening networks with other associations. The activities of these associations are varied: education, cultural, health, economic, information, leisure, and environmental.

But working with indigenous youth associations has its dangers in Angola. Some fear that the poisonous political partisanship that has led the country twice to renewed civil conflict, and its attendant patronage system, might permeate the youth associations preventing them from truly reflecting the perspectives of the mass of youth. Nonetheless, the MJD has organized substantial parts of its national youth strategy on building the capacity of these youth associations, and has in the past used such groups, once legally registered, to distribute humanitarian assistance.

National Youth Council (Conselho Nacional da Juventude): Since 1991, the CNJ has been a platform at the national level to bring together associations of diverse nature: party youth wings,

religious, students, environmental, professional or literary. But because of the dominance of the youth wings of the two major parties–JMPLA and JURA–it has become a highly politicized arena. Since 1991 JMPLA has dominated the board of the council. As a result, JURA withdrew its representation in the council in 1992, returned in 1999 before the second elections, left again in 2003 when the JMPLA was reelected, and was planning to return again in February 2006 before the next elections. The national council now works with 32 national youth associations, and has created 18 provincial councils that allow for the mobilization of youth leaders locally whenever an activity is planned. The main activities have been the participation in vaccination campaigns, training for youth leaders, HIV/AIDS and STD prevention education, technical training based on member associations needs (such as arts and environmental education), organization of Angolan Youth Day celebration (April 14th), and participation in international youth meetings. The council is also called to give counsel on governmental youth policies.

NGOs. A number of NGOs are committed to conflict resolution and community and political participation that involve youth. One of the most innovative is Search for Common Ground (SFCG) which works to transform conflict by working with youth leaders and networks to mitigate participation in violence and to train and empower them to organize in constructive ways. SFCG is discussed further in the strategic options section. Although the majority of SCFG's work in Angola is with adults, they have a youth radio project and issue small grants to youth activists who facilitate community development projects. Additionally, the National Democratic Institute (NDI) and the International Republican Institute (IRI) are active in Angola, currently working on elections preparation. Most of their projects have not been with youth, however, IRI has done some work with the young wings of the political parties.

Development Workshop (DW, Canadian NGO) is highly respected for its multi-sectoral work. In civic engagement, it has a peace-building and democracy promotion program in several provinces in Angola. This program both targets youth directly as well as integrates them into programming. For instance, DW publishes an independent newspaper (*Ondaka*) in Portuguese and Umbundo, which does not have a youth-specific column, but includes topics of interest to the youth, such as science and technology, HIV/AIDS, traditional culture, etc.

Opportunities

The upcoming national elections are opportunities to engage youth in building democratic practices and institutions in Angola. The first elections since the disastrous 1992 experience, this round may be more about consolidating the once-fragmented country than the development of dynamic political opposition. If young people are not engaged now in constructive ways, they may become resentful and restive, especially if peace dividend is slow in coming. Already young people in Huambo expressed frustration that the rebuilding of public buildings is slow; to them, this was evidence that the government doesn't care about them. One youth said in a focus group,*"Our government doesn't show any kindness towards its children. At school there is not even basic equipment."*

The process of post-conflict reconstruction generally includes an opening up to the outside world after years of the isolation brought by war. The situation is no different in Angola. In focus groups, youth identified the need for increasing access to information, increasing forums for public debate, and increasing exchanges with people in other countries. Increasing information and discussion can be a cross-cutting effort throughout many different kinds of programming. For example, youth centers might include internet access, TV, and libraries; small youth-run enterprises could include cybercafes and showing videos for admission fees; and HIV/AIDS programming can encourage outreach to communities beyond a youth's own and dynamic forms of expression such as theater, video, and song. In all programming, expanding young people's horizons and their exposure to the outside world is important.

E.   SUMMARY OF FINDINGS

1)   Angolan Youth as Resources: Angolan youth have adopted a series of flexible and creative survival strategies across a broad spectrum of extreme stressors: war, high unemployment, broken families, and lack of physical and social infrastructure. They are adept and creative, already possessing many entrepreneurial skills. Any program that works with them should consider these as assets and look to build from them.

2)   Lack of Safe, Informative and Fun Spaces: Angolan youth lack safe, informative and productive spaces. Youth are hungry to share, talk and receive and exchange information. Programs around life skills, HIV/AIDS, self-esteem, sports and theater are currently on-going in Angola, but are too few in number.

3)   Challenge of Stemming HIV/AIDS: Angola sits dangerously close to nations with much higher HIV/AIDS prevalence rates. Young people are the pivotal point for transmission of the disease, so Angolan youth have a special opportunity to shape the health profile of their country for decades to come. There is momentum building among the Angolan government, donors, NGOs and the youth whom they have already mobilized. The effects of youth poverty, marginalization, and psycho-social aspects on HIV transmission should be given serious consideration in program design.

4)   Inadequate educational services: There is not enough quality, affordable education in either general education (literacy, numeracy, and academics) or in technical/ vocational training. Higher-quality education is out of reach financially for most youth, and there are too few spaces in lower-cost public education. Employers complain that youth do not have the basic skills necessary for productive employment. Prosperity will be limited to the very few in Angola unless education for all is addressed.

5)   Youth Entrepreneurship: Young people already possess dynamic entrepreneurial ability. However, the war has facilitated an aversion to risk-taking amongst youth. Angolan youth are ambitious to learn and participate and they are the perfect candidates for entrepreneurial training and action. It is important to mention that entrepreneurship should not

only be considered for privileged classes, nor should it be limited to implementation in the formal sector. Current socioeconomic barriers must be broken down and access to diverse training programs must also be offered to Angola's marginalized young people. It is a heartening sign that the MJD has targeted strategies to address marginalized youth in its National Executive Plan.

6)   Savings Opportunities: Before young people are ready to use micro-credit, they must first develop credit worthiness through a core set of livelihood and life skills. Two such skills are financial literacy and an appreciation for the value of savings.

7)   Non-politicized Participation in Society: The young people we spoke to wish to be supported as members of society and learn further how to be a citizen of this emerging democracy. This requires a level of participation within society that strives to promote youth initiatives and shared decisions with adults (see Annex F).

8)   Freedom from Corruption in Education and Employment: Young people are especially sensitive to the corrosive aspects of corruption on their education and employment opportunities. They express profound disillusionment about the system of "pay to pass" in school. They fear being passed over for employment they deserve because others who are less skilled have paid off the employer or are known to them. If these dynamics are left to continue, they may seed social unrest in the future.

V.   STRATEGIC OPTIONS

1)   Expand, upgrade, and network Youth Centers. UNICEF is in the process of preparing an inventory of youth centers, along with the MJD. This effort should provide information about the number of centers currently existing and the services/programs they offer. The MJD plans to finance the building of some new centers and other donors may be planning to support others. The MJD-sponsored seminar on youth centers in April 2006 should allow for donors, partners, and civil society stakeholders, including youth, to develop an understanding of best practices and coordinate development of new centers.

Work with youth centers could be done in a number of different ways. Direct implementation would involve expanding the number and regional coverage of centers, and upgrading youth center models, so that a greater variety of services and projects would be available to youth, such as entrepreneurship training, recreation, entertainment, library and Internet services, etc. Youth and community needs assessments would inform these decisions. Work on a larger scale might involve providing technical assistance and capacity building for many youth centers nationally or in several provinces. This would involve creating an association or network of centers, perhaps through ANASO, an HIV/AIDS organization; providing program and organizational development assistance; and offering incentives (small grants) to encourage up-take of best practices and innovation of new approaches based on local needs and capacities. A comprehensive youth center project might involve both replication and capacity-building levels.

Some critical concerns related to youth centers are that:

- Youth are active partners in the design, building, and maintenance of the centers. Adults should not build these centers without meaningful guidance and participation of youth (see Annex F). It is preferable to have a slower process of opening the centers than to miss the opportunity for youth to be involved. Their construction would make excellent practical learning opportunities for young people interested in the construction trades. Could architecture students from the university help design them?

- Youth centers should promote a holistic approach to youth development, so that offerings (services, trainings, projects, for a, etc.) might be in a number of areas depending on youth needs, including livelihood development, functional literacy, financial services, HIV/AIDS and health training and outreach, discussion, theater and the arts, internet access, libraries, study space, community projects, etc. These services should be selected by the youth and their communities. Youth centers provide an important forum or platform for youth-led debate and discussion of critical issues, and for recreational (fun and safe) events.

- It is important to focus on staffing of the centers, as well as building them. Who will be youth workers, facilitators, and counselors, and how will they be trained? To what degree can community leaders, even on a voluntary basis, be encouraged to become involved in the centers and in mentoring youth as they manages the center's programs?

- In other countries, youth centers have been owned by the local town council and have been open to use by the community. Small fees and entrepreneurial activities help finance the maintenance of the space. It has been reported that in some centers in Angola, adult activities have obviated youth's use of the center; this can be avoided by ensuring youth leadership in decision-making about the centers.

- Youth centers are probably not the right venue for in-depth, credentialed vocational training. Instead their vocational courses might be offered to give youth a taste of training available to them and as a branch of a more established center, such as Dom Bosco which can ensure quality and relevance. Youth centers would actively refer youth to credentialed training programs.

- Sustainability of the centers should be planned from the beginning.

- Youth who do not reside in the immediate vicinity of the center might be able to be connected to activities through a mobile training capacity.

2)   Banks: Increasing youth-friendly outreach for banking services and financial literacy training. Some Angolan banks are targeting MSME clients. Although the bank should

not change its risk assessment standards, they could be encouraged to actively consider the youth market segment and develop some marketing and client education techniques that would appeal to youth – meeting them "where they are." As with the rest of the population, youth are not well informed about available financial services including savings products and micro-loans. Banks should be encouraged to see the youth market as an opportunity to build clients for the future (in addition to the present), as youth earning increase over time.

3) **Youth-Serving Organizations/ NGO Strengthening.** In the domestic US youth field, there are extensive networks of youth-serving organizations that have developed tools and techniques for improving youth programming bottom-up. One such methodology developed by the National Youth Employment Coalition is called PEPNET (The Promising and Effective Practices Network); it is a self-assessment tool specifically for YSOs (http://www.nyec.org/pepnet/). PEPNET has been adapted and piloted successfully in Haiti for local Haitian YSOs. In the context of the initiatives to strengthen civil society organizations, there is an opportunity not only to target CSOs that are YSO for organizational and technical capacity-building, but also to network them so that they can learn from and support one another.

4) **Youth development in adult literacy program**. Literacy and numeracy are foundational skills for the development of the Angolan workforce and its participation in civil society. Experience has shown that young people are often attracted by literacy programs to complete their education, but that programs designed for older adults do not necessarily meet their developmental needs. Developmentally, young adulthood is a period of defining identity and sexuality, building skills for and finding employment, negotiating relationships with adults, and coming to terms with marriage and parenthood. The Alfalit International Program Director is aware that employment is a major issue facing young people and has begun considering opportunities to articulate the program to vocational training opportunities, such as Dom Bosco. Alfalit is particularly interested in developing technical training in the medical field to prepare young people and adults for jobs. It is also interested in scaling up to Huambo and other locations, and has begun to use literacy material containing HIV/AIDS information.

5) **Support youth-serving organizations (YSO) focused on youth employment and entrepreneurship.** Young people at all levels of education need support to access workforce training programs, to find and succeed in formal sector jobs, to create their own sustainable livelihoods in the informal sector, and to upgrade informal-sector micro-enterprises to businesses that generate more income and better working conditions. With a very few exceptions (such as Don Bosco), there is very little capacity in the government as well as the NGO community to provide this support. A project could therefore create a large-scale youth employability project that includes a range of services and opportunities for youth to be able to find and create work. The project could include these elements which could be competed through an RFA process managed by an international education organization with significant capacity. Relevant GRA entities, such as INEFOP and INEPEM, should be involved:

- Practical learning opportunities for youth, including internships and apprenticeships;

- Entrepreneurship training and MSME incubation for both in- and out-of-school youth, (including youth in vocational education institutions);

- Career counseling and job-seeking help;

- Employability skills training (in an interactive life skills format), including SCANS[21] competencies (e.g., communication, teamwork, self-initiative, critical thinking, use of technology, learning-to-learn, etc.);

- Financial literacy and assistance in accessing financial services (e.g., savings and loans);

- Stipend public service work, such as community service corps (see Annexes H and I-1); and

- Partnerships with private sector to shape and create workforce training relevant to their current and future labor needs.

The main objective of this project is for YSOs to act as *advocates* for youth's creativity in developing their own livelihoods and as *bridge-builders* between youth and formal and informal sector employment. For example, YSOs should approach banks amenable to SME loans such as Novo Banco to provide informational workshops on accessing savings and loan services for youth sub-groups that do not easily have access to this information (such as *zungueiro*s). Or, YSOs could work with the GRA and foreign construction companies to offer some construction trades apprenticeships to youth. Or, a YSO could negotiate with municipalities for teams of youth to provide basic services to the community under the supervision of a youth mentor.

6)   Youth participation in democratization. For the first time since the most recent peace, the elections anticipated for 2006 or 2007 provide an opportunity for consolidation of national unity in Angola. Many young people were combatants as well as victims in the war and yet they have not been engaged in peacetime democratic processes in any meaningful way. Youth have a great deal at stake in a smooth transition to multiparty politics and the establishment of free and fair elections.

An opportunity exists to build young people's awareness of and practice of democracy by engaging them in politically neutral activities, such as public debate, election monitoring and voter registration. Steps can also be taken to sensitize them to the rights and responsibilities of citizens. These activities can help create a demand within civil society for fair and transparent democratic processes, as well as build the leadership skills of young people. Such activities give young people the opportunity to develop skills and qualities that are also in high demand by employers, such as self-initiative, communication, persuasion, organization, and integrity. They

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[21] The SCANS competencies (Secretary's Commission on Achieving Necessary Skills), first developed in the early 1990s, is a set of generic employability skills that employers in the U.S. have identified as critical to worker success and productivity. These competencies are increasingly in demand worldwide.

also provide youth with open forums for public debate, a need expressed during the assessment focus groups.

Youth-led media and performance projects would promote the public discussion of issues of critical importance to youth and the nation, including war trauma-related issues that need to be aired in order to be resolved. To legitimize young peoples' right to self-expression and to train them in the ethical exercise of this right is an important step toward promoting the public debate that underpins democracy.

7)   Connection between HIV/AIDS and youth livelihoods. There has been significant global progress on fighting HIV/AIDS through prevention education, treatment, care and support, yet there has been little focus on addressing the connection between youth unemployment and HIV/AIDS. Young people and especially poor youth bear the brunt of the epidemic due to their economic vulnerability. For example, some young women (as well as men) are forced into transactional or commercial sex work to earn an income in order to meet basic needs for food, clothing, and shelter. Low-income youth have an increased risk of infection because they are more likely to be in poor health and leave sexually transmitted diseases untreated, yield to pressure to exchange money or goods for sex, and migrate to find work in urban centers where the chances of risky sex is higher. Youth infected with HIV face heightened economic challenges. As they fall sick, their ability to provide for themselves and for others who depend on them declines. Discrimination among infected youth makes it harder for them to find work, retain a job, and work productively, which brings them into a vicious cycle of unemployment and lower quality of life. Youth are more vulnerable to contracting HIV when they lack decent and productive work opportunities or a social support network.

a)   One program model that addresses this complex of challenges was developed from the **"Urban Youth Employment in HIV/AIDS-Affected Municipalities Project"**. It involves training young people in the provision of home health care services in HIV/AIDS-affected urban areas, as a way for them to develop productive livelihoods, as well as to learn about keeping safer from the risk of HIV. This model was originally developed for Southern Africa and may be applicable for Angola, especially if other health care services needs, such as general preventive care or anti-malaria initiatives, are considered.

b)   **Adding HIV/AIDS education to vocational training.** Because the attention of Angolan youth is largely focused on their own employability development, an important way to reach young people for HIV/AIDS information is through existing vocational training. The Director General of INEFOP (National Institute for Vocational Training) reported that they have created a new program with the assistance of the Red Cross to integrate "hygiene and work security" information into technical vocational education— which centers on HIV/AIDS awareness. INEFOP is responsible for licensing and certifying all private training providers.

8)   Youth Service Corps. A Youth Service Corps for Angola would be an excellent way to address multiple needs of young people—job creation, employability skill development, psycho-social support and a positive sense of belonging and connection to the community. It has the added benefit of helping municipalities to "get things done." Youth service corps have a long and well-respected history in the U.S. dating back to the Civilian Conservation Corps of the 1930s which put thousands of young people to work to spur economic recovery. Service corps provide meaningful projects for youth as identified by communities, such building simple structures (e.g., parks, playgrounds, latrines, etc.), planting trees, outreach on vaccination and HIV/AIDS campaigns, distribution of bednets, tutoring children, etc. In additional to a positive and rich learning experience, youth receive a modest stipend, complementary educational services, certification of program completion, and job/education placement assistance. Youth leadership and constructive adult/youth mentoring are important dimensions of the model.

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ANNEXES

ANNEX A

KEY INFORMANT INTERVIEWS

Enrique Acevedo, Centro de Formação de Luanda (MAPESS/WAPO), Luanda

Eduardo Alexandre, Director; Perpétua Tchaluca, Assoc. Director; and Joao Luis, Caritas, Benguela

Madre Angelina, Centro de Formação Profissional de Santa Clara, Cunene

Marcelina Baptista, Director, Renesida, Cunene

Leonel Bernardo, MAPESS/ Ministério da Administração Pública, Emprego e Segurança Social, Luanda

Alain Blanchemanche, Chefe de Projecto, Coopération Française, Luanda

José Cardoso, National Director of Youth, and Florindo Raul, Chefe Department of Youth Protection and Participation, Ministry of Youth and Sports, Luanda

Suzie L. Jacinthe, Program Manager, HIV/AIDS; Joao Lino Rafael, Program Assistant, HIV/AIDS; Pedro Nhime, Coordinator, Polio Project; Lina Julieta, Mobilizer, Polio Project; Tito Farias, Program Manager, Justice & Peace, Catholic Relief Services, Benguela.

Liberty Marlyn de Dirceú Samuel Chiaka (Secretário Geral), Kassuos Afuino Ganguela, and Faustino Nimbike, Juventude Unida Revolucionária de Angola (JURA, youth wing of UNITA), Luanda

Mary Daly, Regional Director, Christian Children's Fund.

João de Deus, MAFIKU, Cunene

Doroteia Domingos, Directora, Kandengues Unidos, Luanda

Padre Eurico, Caritas, Cunene

Pedro Garcia and Sr. Bravo, Direcção Provincial de Juventude e Desporto, Benguela

Francisco Gaspar, program coordinator, Jovens, Vida Associativa, Luanda

Cathy Hamlin, Program Specialist, USAID/Angola, Luanda

Luis Hernandez, Economic Growth Officer, USAID/Angola, Luanda

Aida Iglesias, Alfalit International, Inc., Miami, FL (phone interview)

Corina Jardim (Directora Geral), Anacieto Teixeira, José Quiala, and Teca Zassala, INEFOP, Luanda

Emanuel de Jesus Machado Kapokoyo, entrepreneur, Gadir Limited, Huambo

Joe Kitts, Senior Education Advisor, USAID/Africa Bureau, Washington, DC

Reis Kuanga, President, Conselho Nacional da Juventude, Lunada

Heather Kulp, Country Director, and Manuel Figueiredo Mateus, Youth Program Officer, Search for Common Ground, Luanda

Sra. Josefa, Directora, Juventude Informada Responsavel e Organizada (JIRO)

Emílio Leôncio, Director of National Technical and Professional Education, Ministry of Education and Culture, Luanda

Cândida Alcina Ndiwateko, Coordinator of the HIV/AIDS provincial program, Cunene

Dr. Luciano Nguli, Director and Noe Abilio, Director Pedagógico Escola Polivalente Agropecuaria Joaquim Capango (EPAJC), Benguela

Louisa Norman, resident Country Representative, PSI/Angola, Luanda

Benjamin Osland, Resident Program Officer, International Republican Institute, Luanda

Peter Matz, UNICEF, Luanda (phone interview)

André Nzau, Director Formação, and José Alentejo, Dir Apoio Sector Privado, Câmara de Comércio e Indústria, Luanda

Sr. Pascoal, Director, Alliance for the Promotion and Development for the Community of Hoji Henda

Manuel Pedro, Program Director, and Dr. Mendes Instituto Português de Medicina Preventiva, Luanda

Estevão Rodrigues, Gestor do Programa, CLUSA, Luanda

Patrícia da Silva and Antónia Monteiro, Population Services International, Luanda.

Sra. Sónia Ferreira, Okitiuka Center, Huambo

Koen Wasmus, Barbara Sajet, and Nancy Sommer, Novo Banco, Luanda

Artur de Almeida e Silva, Presidente da Direcção, Prestigio: Liga de Jovens Empresários de Angola, Luanda

Albino Sinjecumbi, Centro de Formação Profissional Fadário Muteka, Huambo

Edwardo Sonjamba and Pedro Balanço, Save the Children Foundation/UK, Huambo

Martins Sukete, Provincial Director of Youth, Suzana Navihemba, Director of Child Protection, and Bernardo Suca, Provincial Director of Youth and Sports, Direccao Provincial de Juventude e Desporto, Huambo

Diana Swain, Mission Director, USAID/Angola, Luanda

Padre Tiço, Dom Bosco, Lunda

Berta Tomé, Directora, Center for Enterprise Development (Centro de Desenvolvimento Empresarial), Luanda

António Wakanyoko, Provincial Director of Youth and Sports, Cunene

Judy Wiegert, HIV Specialist, USAID/Angola, Luanda

Alonzo Wind, General Development Officer, USAID/Angola, Luanda

ANNEX B

Youth Focus Group Protocol

- Facilitator welcomes groups and thanks youth.
- Why are we here: conducting some research around the realities of young people.
- We hope that your voices and thoughts will lead us to better support youth.
- We encourage everyone to be honest and open.
- Finally, we only plan to use your thoughts and voices; if you have any questions at the end of our time, please feel free to ask!

Introduction: Youth introduce themselves - name and where they are from (born).
Ice-Breaker: Use as necessary and check-in with Local Youth Assessor

Key Question	Probing Ideas
(1) What are some of your accomplishments as youth in Angola? - At a personal level or at a larger level	- Some of your proudest moments - Assets, skills, knowledge - Resources
(2) What in Angola prevents / blocks you from achieving or accomplishing?	- Challenges, - Issue priorities
(3) In your community, how do young people earn money?	- What: employment activities - Where: Employment Sectors (Formal, Semi-formal, Informal) - Why: Contribution to family, survival - What: Economic outlook.

(4) What currently exists in your community to support/help young people?
 	
   - Opportunities young people have
   - Community resources
	- Family-support
	- Education, Voc. Ed.
	- Networks to other programs (HIV-focused)
	- CBOs, NGOs, Public/Private sector
	- Savings, Micro-finance
	- Policies

(5) What opportunities do youth need today in Angola (in your communities)? Method: Rank Opportunities	- Support to transition into adulthood - Resources, polices, programs - Sectors: livelihood, HIV, Political Participation, Sports/leisure

Close:
(1) Field any questions from youth (be prepared to discuss how/when report will be disseminated to young people);
(2) If time allows, inquire if young people have a tradition or customary way they close ceremonies. And, if they'd like to close the FG with it. Be prepared to share a closing exercise -- perhaps Local Youth Assessor has a closing exercise as well (discuss beforehand).
(3) Be sure to leave contact information with a key individual(s).

ANNEX C

Rapid Youth Assessment Survey

This brief pen-and-paper survey was conducted at the end of the focus group sessions.

Side One

Age:

Sex:

Level of education:

Region of origin:

Child-bearing/parenting:

Current work:

Future employment aspirations:

Side 2

Describe your aspirations. What would you like to be in five years?

ANNEX D

Summary of Focus Groups Conducted

No.	Location/ Area	Partner[22]	No. Youth	Gender	Age Range & Median	Dominant Education Level[23]	Other
1	Luanda/Urban	SFCG	7	Males	18-23 **24**	Médio	Youth Activists
2	Luanda/Urban	SFCG	6	Mixed	18-25 **20**	Médio	
3	Huambo/Urban	SCF	7	Females	15-22 **17**	III Level	
4	Huambo/Urban	SCF	12	Males	13-19 **17**	III Level	
5	Huambo/Urban	SCF	10	Males	19-27 **20**	Médio	HIV/AIDS Activists
6	Tchicala Tchiluanga/ Rural	SCF	18	Males	14-19 **16**	Not obtained	
7	Tchicala Tchiluanga/ Rural	SCF	11	Females	13-16 **15**	Not Obtained	
8	Huambo/Urban	Okitiuki	14	Males	17-20 **18**	III Level / Médio	Participants of Okitiuka NGO
9	Benguela/Urban	Caritas	7	Females	19-27 **23**	Médio	
10	Benguela/Urban	Caritas	9	Males	18-30 **25**	III Level	
11	Benguela/Urban	CRS	9	Mixed	18-27 **21**	Médio	Polio & HIV Activists
12	Benguela/Urban	EPAJC	12	Females	14-17 **15**	III Level	Orphans

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[22] Partner includes the name of the organization that organized the focus group; it does not mean that all youth were beneficiaries of the organization's program.

[23] Level 1 = 1st, 2nd, 3rd, 4th; Level 2 = 5th and 6th; Level 3 = 7th, 8th, 9th; Médio = 10th and 11th; Pre University = 12th; University

Final Report by Youth Assessor, Luanda: Milton Gonçalves Fernandes

RELATÓRIO: AVALIAÇÃO DA JUVENTUDE ANGOLANA

INTRODUÇÃO

A USAID realizou um assessment sobre a juventude angolana, visando levantar seus problemas, habilidades, realizações, isto é, a realidade dos jovens angolanos, procurando também melhorar as oportunidades dos jovens para trabalhar ou encontrar trabalho, sem esquecer de dar grande atenção ao fenómeno HIV Sida. Para tal, teve várias reuniões com entidades ligadas a estas áreas em Luanda, Cunene, Benguela e Huambo, porém, este relatório retrata apenas ideias sobre as reuniões realizadas entre a nossa equipa de trabalho e algumas entidades estatais e privadas na província de Luanda.

RECOMENDAÇÕES

Antes de apresentar as minhas concretas recomendações, falarei um pouco sobre as consequências da guerra para a juventude angolana.

Desde a independência de Angola (em 11 de Novembro de 1975) conhecemos uma situação interna dramática que foi caracterizada por um conflito armado persistente. Apesar do progresso notável registado na produção e arrecadamento de receitas garantidas pela exclusiva exploração petrolífera e dos diamantes, a economia do país foi duramente afectada pelo esforço de guerra e suas consequências devastadoras. As principais vias de comunicação entre diferentes pontos do país foram minadas, numerosas infra-estruturas foram destruídas, nomeadamente pontes e diversos outros equipamentos colectivos, imóveis, barragens, postes eléctricos e condutas de canalização e distribuição de água. Algumas actividades económicas ligadas a agricultura foram cada vez mais abandonadas, pois os camponeses não tinham acesso às lavras, as aldeias eram constantemente o teatro de confrontos entre tropas inimigas.

Este quadro sombrio trouxe consequências gravíssimas para a juventude, dentre outros aspectos devo referir que durante este período e não só, houve um grande desequilíbrio na economia angolana, ou seja, houve e há pouca oferta e muita procura de emprego principalmente por parte dos jovens, quando assim acontece o índice de desemprego torna-se muito elevado. De qualquer modo, o Estado deve criar políticas económicas com vista a solucionar e/ou suavizar este fenómeno, já que infelizmente as nossas infra-estruturas não são suficientes para criar novos ou grandes postos de emprego.

A guerra civil que ocorreu em Angola trouxe consigo consequências estruturais (a que me referi anteriormente), mas também humanas muito graves. Nas cidades, assistiu-se a um afluxo de populações consideradas como deslocadas. Esta presença maciça das populações caracteriza-se por uma implantação considerável nas áreas do litoral e a faixa costeira do país. Entretanto, se os

efeitos e/ou consequências da guerra para juventude angolana são patentes em todo lado, nas cidades pelo contrário, assistiu-se a uma acumulação mais ampla de pessoas em relação às aldeias. Estas chegadas suscitam importantes preocupações no que concerne às condições e capacidades de acolhimento para os grupos e categorias sociais afectadas. Uma delas consiste (mesmo actualmente) em procurar vias e meios consistentes, proporcionando empregos para os jovens e criar postos de trabalho a estas populações, em que a maioria não tem qualificações necessárias para as exigências ou requisitos necessários. Portanto, uma outra consequência visível na juventude angolana são os traumas de guerra que chegam a influenciar no comportamento e modos vivendi dos mesmos.

Angola está a atravessar uma longa e profunda crise de emprego, isto é, um elevado índice de desemprego. Esta é uma verdade que qualquer observador comum pode descobrir sem grandes exercícios mentais. Perante esta situação, penso que devemos com grande responsabilidade, coragem e espírito criativo, diagnosticar, analisar e avaliar a economia adoentada e propor novos remédios, novos projectos, preparando, desta feita, um futuro melhor e seguro para os jovens e não só.

O desenvolvimento de um novo tipo de economia dita informal constitui, sem sombra de dúvidas, uma dimensão de uma dinâmica das actividades dos jovens na sua capacidade de resposta a esta situação de crise. Mas, é necessário que encaminhemos as políticas / estratégias para o sector formal, em que pudemos organizar melhor as suas actividades e formas de rendimentos.

As minhas concretas recomendações em relação ao projecto para a juventude angolana são:
- Os jovens angolanos têm poucas oportunidades para desenvolverem-se e fazerem grandes realizações. De qualquer forma, têm muita vontade de trabalhar, estudar, etc. Assim, necessitam além da formação académica, a formação profissional. Aqui, é importante lembrar que com um futuro projecto alguns jovens poderão receber conhecimentos sobre cursos habituais: mecânica, electricidade, carpintaria, serralharia e outros.

- Por outro lado, o fenómeno *HIV Sida* deve merecer muita atenção na implementação de um projecto para a juventude, ou seja, os jovens não têm conhecimento profundo sobre esta doença, razão pela qual o número de pessoas infectadas com este vírus tem aumentado significativamente. Nas províncias do interior a situação é mais grave, pois há um conhecimento muito reduzido sobre o SIDA e têm pouca informação sobre a prevenção desta e outras doenças.

Por isso, é importante que se dê maior informação sobre o HIV Sida, visando por um lado, levar os jovens a conhecer melhor esta epidemia e suas formas de prevenção e, por outro lado, formando jovens formadores que poderão também formar outros jovens num futuro próximo.

Tendo em conta as necessidades da nossa juventude em todo país, penso que deve começar-se por realizar essas actividades nas províncias do interior, pois nelas existem maiores debilidades

do que na capital (Luanda): em que já há um número razoável de associações juvenis que trabalham sobre o SIDA.

Neste aspecto, deve-se estabelecer parcerias com organizações já existentes. Podemos citar o CICA (conselho de igrejas cristãs em Angola) e o Instituto Nacional de Luta Contra o Sida, sem esquecer o INEFOP (Instituto nacional do Emprego e Formação Profissional) que já possui nas suas formações o programa de luta contra o sida e pode ser uma boa via para os jovens. Estas organizações poderão receber treinamentos e financiamentos para melhor actuarem, educarem e/ou sensibilizarem a juventude;

- O outro aspecto essencial é educar os jovens, é que durante o tempo de guerra os jovens ganharam a cultura do medo. Por isso, têm medo de levantar vozes, reclamar e lutar pelos seus direitos. Daí que deve-se promover espaços para os jovens exporem as suas ideias. Exemplo: debates, palestras, workshops, diálogos comunitários, programas radiofónicos, teatros e formações de formadores sobre ***direitos humanos, cidadania e democracia***, visando por um lado, levar os jovens a conhecer os seus direitos, deveres e o seu papel na cidadania e democracia e, por outro lado, formando jovens formadores para também formarem outros.

Já existem algumas organizações que trabalham com estes temas, mas é necessário haver maior reforço, sobretudo nas províncias do interior, pois nelas existe uma gritante fraca informação sobre esses fenómenos. Lembrar que aproximam-se as eleições e é necessário que os jovens estejam conscientes acerca do desenrolar do processo eleitoral, contribuindo para a pacificação e harmonia do mesmo, pois os jovens devem votar e participar nesse e noutros processos de tomada de decisão que afectam a sua vida.

O problema a enfrentar são as mentalidades. Por isso, devemos atacar as mentes para mudá-las no bom sentido e consequentemente mudar também o comportamento juvenil. É preciso que se vá ao encontro do jovem, daí que nas questões ligadas ao HIV Sida e direitos humanos e cidadania, é necessário ter-se parceria com o Ministério da Educação e o da Juventude e Desportos. A ideia é abordar estes temas nas próprias escolas como actividades extras curriculares e formar vários jovens pertencentes as associações do CNJ (Conselho Nacional da Juventude) para que estes possam também passar a mensagem aos outros. Desta forma, torna-se também necessário chegar-se até as comunidades, mas ao actuarmos devemos ter em conta os padrões da cultura local, que são bastantes conservadores.

- Em relação a questão do emprego, é necessário ter-se parcerias com instituições estatais e privadas contactadas. Assim, pode-se reforçar as habilidades e criatividade dos jovens, pois estes têm muita vontade de trabalhar. Por outro lado, não basta fomentar o auto-emprego e reforçar as habilidades existentes, mas também promover cultura empresarial para manter os seus empreendimentos.

- Penso que é necessário trabalhar com organizações juvenis com certos meios para actuar, como a JMPLA, JURA, Associações de Estudantes Universitários, Acção Humana, sem

esquecer aquelas que têm boas perspectivas mas não possuem meios para actuarem. Poço citar a AMED (Associação de Amizade e Educação Para o Desenvolvimento), uma associação juvenil não governamental, voluntária, apartidária e não lucrativa, um dos seus objectivos é a educação do cidadão no âmbito das matérias científicas dos valores da reconciliação nacional e democracia, a promoção do cidadão, principalmente o mais desfavorecido e a ajuda na sua integração na sociedade. Podem existir outras que não conheço e que podem ser recomendadas, mas tudo sempre numa perspectiva apartidária de desenvolver a juventude.

- Os jovens estudantes devem merecer especial atenção. Por exemplo: os projectos tecnológicos dos estudantes que terminam o ensino médio técnico devem ser melhor aproveitados, ou seja, os melhores e com iniciativas posteriores devem ser apoiados, pois podem ser iniciativas individuais mas geradoras actividades cooperativas e criadoras de emprego. Para tal, a USAID deve criar parcerias com o ministério da educação, do planeamento e do trabalho, com vista apoiar as iniciativas juvenis.

- Não devemos esquecer que os estudantes que terminam outros cursos mais ligados as ciências sociais também têm iniciativas e caso apresentem-nas podem ser benéficas. No entanto, os jovens estudantes universitários têm perspectivado bons projectos, que podem ser apoiados pela USAID. Por exemplo: há um grupo de estudantes do curso de Sociologia que pretendem criar um consultório sociológico para atenuar / resolver certos problemas sociais (consequências sociais da guerra no comportamento actual da juventude) que os angolanos vivem e em particular os jovens. Do mesmo modo, outros jovens têm iniciativas ligadas a criação de consultórios psicológicos. Há outras iniciativas como: o projecto Sim Educação, a O.I. (Oceano Informático) virada para a composição de uma empresa de prestação de serviços informáticos, tais como. Redes, programação e páginas web.

Portanto, todas essas iniciativas bem apoiadas e consolidadas podem gerar muitos empregos para muitos jovens.

- Defendo que a estratégia a adoptar pela USAID deve ser treinar, apoiar, mostrando novas técnicas e vias para que os próprios jovens saibam criar e manter seus empregos. Porém, os jovens com baixo nível académico e que trabalham no sector informal também fazem parte deste todo processo, pois e necessário aproveitar as suas capacidades empreendedora, através de campanhas cívicas e sobre comportamento em pequenos negócios, sem esquecer descentralizar as políticas para outras províncias além de Luanda.

- Não domino as formas de actuação dos centros de emprego, mas pelo que noto talvez necessitam de outras estratégias de actuação, pois não noto muito a grande eficácia e funcionabilidade desses centros.

- Uma estratégia importante são os micro créditos, mas estes são muito raros e de difícil acesso, uma vez que exige-se muito e concedem quantias reduzidas para implementação de projectos cooperativos. Por esta razão, a USAID como entidade de
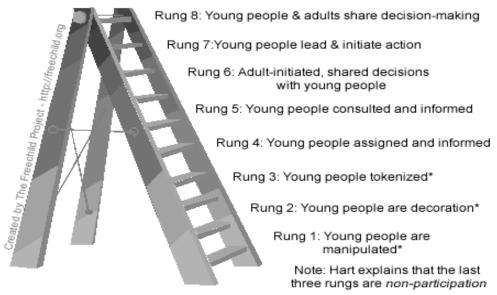
renome em Angola pode tentar criar parcerias com os bancos para ajudar os jovens a adquirem micro créditos, sobretudo para a criação do primeiro emprego. Outrossim, devemos educar os jovens para saber o que fazer para conseguir tais créditos e também o que fazer após a aquisição do mesmo.

Por último, devo agradecer a USAID pela excelente oportunidade que me concedeu para participar nesta importante avaliação sobre a juventude angolana. Durante este processo de pesquisa foi-me possível adquirir várias experiências em termos de metodologia de trabalho, background sobre a juventude e outras, razão pela qual considero que este intercâmbio foi bastante proveitoso. Mas, na verdade e em rigor é preciso dizer que neste período pós – guerra a juventude angolana necessita muito de trabalhos do género, que permitam melhor conhecê-la e implementação à curto, médio ou longo prazo de projectos que ajudem a melhorar alguns aspectos da sua vida social em função das necessidades e oportunidades constatadas com a referida avaliação.

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24/02/2006

Roger Hart's Ladder of Young People's Participation

Rung 8: Young people & adults share decision-making

Rung 7: Young people lead & initiate action

Rung 6: Adult-initiated, shared decisions with young people

Rung 5: Young people consulted and informed

Rung 4: Young people assigned and informed

Rung 3: Young people tokenized*

Rung 2: Young people are decoration*

Rung 1: Young people are manipulated*

Note: Hart explains that the last three rungs are *non-participation*

Created by The Freechild Project – http://freechild.org

Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship.* Florence: UNICEF Innocenti Research Centre.

Degrees of Participation

8) Young people-initiated, shared decisions with adults
Projects or programs are initiated by young people and decision-making is shared between them and adults. These projects empower young people and enable them to learn from the life experience of adults.

7) Young people-initiated and directed
Young people initiate and direct a project or program. Adults are involved only in a supportive role.

6) Adult-initiated, shared decisions with young people
Projects or programs are initiated by adults but the decision-making is shared with the young people.

5) Consulted and informed
Young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.

4) Assigned but informed
Young people are assigned a specific role and informed about how and why they are being involved.

3) Tokenism
Young people appear to be given a voice, but in fact have little or no choice about how they participate.

2) Decoration
Young people are used in a manipulative way to "bolster" a cause, although adults do not pretend that the cause is inspired by young people.

1) Manipulation
Adults use young people to support a cause and pretend that the cause is inspired by young people.