

INTEGRATED INTERVENTION MODEL FOR URBAN ADOLESCENTS AND YOUTH



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INFORMATION

One of SCI's values is the use of gender-sensitive, non-discriminatory and inclusive language; however, in order to avoid graphical overload in this document, the generic male form is used, in the understanding that male references always comprise both men and women.

INDEX

ABBREVIATIONS AND ACRONYMS.....	7
PRESENTATION.....	9
I. INTRODUCTION TO THE MODEL.....	11
1. Background and methodology.....	12
2. Results of the research process.....	13
2.1 Retrospective study (years 1998-2012).....	13
2.2 Systematization (years 2013 – 2014).....	19
2.3 Urban context.....	22
II. THE MODEL AND HOW IT WAS IMPLEMENTED.....	24
1. Problem statement.....	26
2. Organizing implementation of the Model.....	29
3. Organization of the implementing team.....	30
4. The Model, its stakeholders and its strategies.....	30
4.1 Planning.....	33
4.2 Strategies with and for AY.....	36
4.2.1 Personal empowerment.....	36
4.2.2 Pre Incubation.....	38
4.2.3 Incubation.....	44
4.2.4 Connections and links.....	47
4.2.5 Strengthening of youth participation.....	49
4.3 The strategy with parents.....	51
4.3.1 Capacity-building of the parents so the families would support the AY.....	51
4.4 The strategy with duty-bearers.....	52
4.4.1 Advocacy and engagement of duty-bearers.....	52
III. ESSENTIAL ELEMENTS.....	54
1. Associativity.....	54
2. Sustainability.....	54
3. Compliance of the indicators.....	55

4. Shared leadership	56
5. Quality management.....	57
IV. LEARNING.....	58
1. Achievements	58
2. Best practices	59
3. Lessons learned	60
V. REFLECTIONS	61
1. About the integrated approach.....	61
2. About the results	62
3. About the strategies	63
4. About the tools	64
BIBLIOGRAPHY	65
ANNEXES	67

Abbreviations and Acronyms

AIDS	Acquired Immunodeficiency Syndrome
AY	Adolescents and Youth
ASPROFAR	Association of Pharmacy Owners and Professionals (Asociación de Propietarios y Profesionales de Farmacias)
CAI	Health Information Analysis Committee (Comité de Análisis de Información de Salud)
CAJPEA	Council of Adolescents and Youth for Teenage Pregnancy Prevention (Consejo de Adolescentes y Jóvenes para la Prevención de Embarazos en la Adolescencia)
CAs	Children and Adolescents
CASP	Common Approach Sponsorship Program
ADQ	Adolescent Defined Quality
CDCA	Comprehensive and Differentiated Care for Adolescents
CEMSE	Educational Multiservice Center (Centro de Multiservicios Educativos)
CISTEM	Center for Social Research and Multidisciplinary Teamwork (Centro de Investigación Social y Trabajo en Equipos Multidisciplinarios)
CJE	Youth and Employment Center (Centro de Jóvenes y Empleo)
CNPV	National Population and Housing Census (Censo Nacional de Población y Vivienda)
DDE	Departmental Directorate of Education (Dirección Departamental de Educación)
EFE	Entrepreneurial and Financial Education
FES	Federation of Secondary School Students (Federación de Estudiantes de Secundaria)
GAD	Autonomous Departmental Government (Gobierno Autónomo Departamental)
GAM	Autonomous Municipal Government (Gobierno Autónomo Municipal)
GAMEA	Autonomous Municipal Government of El Alto (Gobierno Autónomo Municipal de El Alto)
GAMO	Autonomous Municipal Government of Oruro (Gobierno Autónomo Municipal de Oruro)
HC	Health Center
HIV	Human Immunodeficiency Virus
HRs	Human Rights
ICT	Information and Communication Technology(ies)
IDB	Inter-American Development Bank
IDH	Human Rights Institute (Instituto de Derechos Humanos)

ILO	International Labor Organization
INE	National Statistics Bureau (Instituto Nacional de Estadística)
MD	Making Decisions
NGO	Non-Governmental Organization
OFPROBOL	Bolivia Project Office (Oficina de Proyecto de Bolivia)
PAE	Employment Support Program (Programa de Apoyo al Empleo)
PDP	Personal Development Plan
SAFCI	Community and Intercultural Family Health (Salud Familiar Comunitaria Intercultural)
SCI	Save the Children International
SEDEGES	Departmental Social Service (Servicios Departamentales de Gestión Social)
SEDES	Departmental Health Service (Servicio Departamental de Salud)
SEDUCA	Departmental Education Service (Servicio Departamental de Educación)
SRH	Sexual and Reproductive Health
STIs	Sexually Transmitted Infections (Infecciones de Transmisión Sexual)
SUMI	Universal Mother and Child Health Insurance (Seguro Universal Materno Infantil)
TOC	Theory of Change
UE	School (Unidad Educativa)
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
VIO	Vice Ministry of Equal Opportunities (Viceministerio de Igualdad de Oportunidades)
WHO	World Health Organization



This document on the “Integrated Intervention Model for Urban Adolescents and Youth” aims to be a contribution for people working towards the comprehensive development of urban adolescents and youth (AY). It is the consolidation of learnings from experiences accumulated by Save the Children International (SCI) in Bolivia over 16 years in projects carried out for urban adolescents and youth.

It was prepared within the framework of the Urban Learning Initiative formulated to “Invest in the development of Models to satisfy the needs of urban adolescents and youth in response to the Global Strategy 2016-2020”¹, through the construction of outstanding evidence of success and the demonstration of SCI’s internal capacity in designing and implementing successful urban projects, encouraging collaboration with urban networks and entering into new alliances to raise the profile of the high-need urban population.

Within this framework, this document responds to these objectives and to those of the SCI Global Strategy, which states that “We will continue working to radically improve the quality and scale of our work concerning the protection of children and adolescents through capacity-building, advocacy, inter agency collaboration and resource mobilization so that all children and adolescents (CAs) would grow up in a safe environment and none of them would be in harmful environments. Partnerships with civil society organizations, governments, United Nations agencies and CAs are crucial to accomplish this.”²

Accordingly, you invited to acquaint with the Model that has tested, is compliant with all MEAL (Monitoring Evaluation Accountability and Learning) standards and articulated to the Theory of Change. This innovating model developed in partnership with other stakeholders, with the urban adolescents and youth having participated as protagonists. We therefore believe that it is a replicable and adaptable model that offers the potential of rolled out to scale in other urban contexts.

Daphne de Souza Lima Sorensen
Country Director

1 Save the Children’s Urban Strategy Initiative - Staff Meeting, Justin Mortensen/La Paz, 10 July 2014
2 [www.savethechildren.net / About Us](http://www.savethechildren.net/About Us)

I. INTRODUCTION TO THE MODEL

SCI is the most important independent organization that works together with CAs around the defense and enforcement of the latter's rights. The organization has meanwhile existed for more than 94 years and is a pioneer in the defense of the rights of the child. It prepared the "First Declaration of the Rights of the Child", also known as the Declaration of Geneva.³

The organization is active in more than 120 countries to achieve "A world in which every child and adolescent is respected and valued, where their voices are heard and which learns from them, where all children and adolescents have hope and opportunities". This effort is reflected in its mission statement: "To inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives."

That is why already back in 1998, on the international level SCI officially launched a Sexual and Reproductive Health (SRH) Program with AY, implementing a project in this sense in Bhutan, Malawi, Nepal and Vietnam with support from the Bill & Melinda Gates Foundation. The lessons learned from these interventions influenced SCI's approaches and commitments to strengthen a healthy development and good lifestyle elections for AY. This later became, "a key characteristic of Save the Children's programs".⁴

On the regional level in Latin America, a series of programs/projects for AY were launched as well, though not only around SRH but also about other specific topics such as strengthening entrepreneurship, the entrepreneur and value added generation, strengthening public policymaking, communications and reporting, advocacy, the prevention of urban youth violence, the integrated protection of AY with a special focus on human trafficking, and capacity development to build a peace culture. These programs and projects that were developed in different periods and countries, e.g. Brazil, Colombia, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Dominican Republic and Peru, have strengthened the region's learning on urban AY.

³ La Declaración de Ginebra. Pequeña historia de la primera carta de los derechos de la infancia. Barcelona, Spain.

⁴ Save the Children (2010). Systematization Making Decisions/A Sexual and Reproductive Health project with adolescents and youth, SC/USAID-Final Report



In Bolivia, the concern regarding the defense of Human Rights (HRs) in general and of AY in particular has had a place in both the design and implementation of the programs/projects, in line with international provisions issued at various times, from the Universal Declaration of Human Rights – in which the member states undertake to recognize youth’s rights to comprehensive and quality healthcare -, the Ibero-American Convention on the Rights of Youth – which lays down standards for civil society, in coordination with the State, to secure the full development of youth -, to Resolution REMSAA XXVIII/437 of the Andean Health Organization, which was enacted as a Supranational Law to work around teenage pregnancy prevention on the regional level.

The Constitution of the Plurinational State of Bolivia⁵ refers to “*the right to life, and to physical, psychological and sexual integrity*”. In this sense, through Plans, Projects and Laws⁶, it provides for coordinated efforts between civil and governmental institutions for the prevention, protection and integrated care of society, aimed at ensuring an adequate physical, mental, moral, spiritual, emotional and social development in conditions of freedom, respect, dignity, equity and justice.

I. Background and methodology

This is the backdrop against which SCI in Bolivia has been working for more than 29 years on improving the life of the most vulnerable

5 Chapter II / Fundamental Rights, refers to Article 15.I. Any person has the right to life and to physical, psychological and sexual integrity. Constitution of Bolivia.

6 Sectoral Plans in Education, Health and Equal Opportunities, National Plan of the Ministry of Labor, Education Law Avelino Siñani Elizardo Pérez, Law on the Universal Mother and Child Insurance, Law to Broaden SUMI No. 3250, Supreme Decree 29601/SAFSI, Law 2026 Child and Adolescent Code, National Plan for the integrated health of Bolivian adolescents and youth; 2004 - 2013,

CAs in the country’s rural and urban zones by implementing programs/projects with AY in the belief that the respect for human rights starts from childhood. The organization therefore advocates for the fact that being a minor is not equivalent to being a minor in rights, both within and outside our borders. SCI mobilizes the community and encourages the active participation of CAs so their voice would be heard, particularly that of the children and adolescents at the greatest disadvantage or the CAs living in poverty. SCI conducts campaigns with families and authorities, ensures fiscal responsibility and works with a gender and interculturality approach that is considered the “seal” of its work.

It supports the effective implementation of best practices, programs and policies, taking advantage of available knowledge to ensure a large-scale sustainable impact. It develops its programs/projects with the Quality Approach⁷ in five fundamental areas: education, health, protection, livelihoods and emergencies.⁸ In these areas, it has implemented programs/projects that have empowered AY who do now not only take adequate and informed decisions about their own sexual and reproductive health, but who are linked to productive and labor markets where they advocate for their rights in an organized manner.

How was this systematization proceeded with?

In order to know more about the results, two social research methods were applied. The first one was a qualitative retrospective study, aimed at finding evidence of achievements, best practices and lessons learned in the implementation of

7 Save the Children International, MEAL – Approach and Systems “*All programs/projects have to: Ensure the implementation of programs/projects with quality, Show our impact and effectiveness, Be accountable on the local level, to the donors, the families and communities, Compile information and return it in results, maintaining an information flow and ensuring knowledge management*”.

8 Save the Children, Country Strategic Plan



projects with urban AY over a certain period of time: 1998 to 2012, Considering the funding used to develop projects in that period, implementation was parceled up and compartmented until 2012. The second method was a systematization of the concepts and methodologies developed by the current projects with urban AY from 2013 onwards based on learning from the past and changing the implementation modality towards a more integrated approach.

The study was based on a revision of documents, interviews with key stakeholders and focus groups and the research activities complied strictly with methodological requirements in order to obtain accurate and reliable results.

The systematization, which was conducted after the research phase, was similar to the research from a technical point of view, developing pertinent instruments and using the Atlas Ti tool in support of the analysis of qualitative results. In this study, the project implementers were the main source of information for the studies/research. Rigorous methodological procedures were followed to collect data and analyze and prepare the results, with feedback from both direct and indirect stakeholders.

The entire research process was conducted with technical assistance from international experts of SCI USA and SCI Italy, as well as from a team of experts of SCI Bolivia.

2. Results of the research process

This chapter presents the results of the research regarding methodological reconstruction of the processes followed for empowering urban adolescents and youth.

2.1 Retrospective study (years 1998-2012)

Over years 1998-2012, SCI worked for urban AY in three consecutive periods with its Adolescent Development Program. The first period was in the urban municipality of Oruro (1998-2005), the second one (2006-2009) in 15 urban and peri-urban municipalities⁹ (when the name of the Program changed to 'Making Decisions' on the national level). In the third period (2010-12), the original name was resumed and projects were implemented in only four of the initial 15 urban municipalities covered under the intervention.

In the national legal framework, the work with AY started with treaties regarding prevention of the use of controlled substances. At the same time, the Ministry of Health prepared the National Plan for the Sustainable Development of Adolescents and Youth (1998- 2002) as well as the National Program for Integrated Adolescent Healthcare¹⁰.

In general lines and on the national level¹¹, the statistical data from that time show that of every 100 adolescents aged 15 to 19 years old, 21 were sexually active and only two percent used modern contraception. Of every 100 adolescents aged 15 to 19 years old, 16 were mothers already or were pregnant with their first child; in the group older than 19, this figure increased to 30 out of every 100. Teen pregnancy had a significant impact on the adolescents' life plans and their opportunities in the social, cultural and political spheres. In that period, the number of persons living with HIV totaled 4,628, with the group affected the

⁹ Oruro, La Paz, Potosí, Cochabamba, Tarija, Sucre, Santa Cruz, Beni, Pando, Caracollo, El Alto, Quillacollo, Villamontes, Montero and Ribalta.

¹⁰ Save the Children (2012) Adolescent Development Program "Making Decisions" 2007-2011, p. 5. Oruro, Bolivia.

¹¹ Save the Children (2010) Systematization: Making Decisions, a SRH project with adolescents and youth, La Paz – Bolivia.



most being the persons aged 25-34 years (41%) followed by the age group of 15-24 year olds.

In this period, SCI started with the Adolescent Development Program which was also known as Making Decisions in the Mexican manual adopted to work around SRH. The goal, the strategic objective and the key results varied slightly in the three sub-periods of implementation depending, as mentioned above, on the type of funding: the first sub-period of implementation took place in the urban municipality of Oruro (1998-2005), the second period (2006-2009) in 15 urban and peri-urban municipalities¹² (this is when the name changed to 'Making Decisions' (*Tomando Decisiones Nacional*)), and the third period (2010-12), when the project resumed its initial name, in four of the 15 initially covered urban municipalities.

In summary, the goal in the three periods was to *“Contribute to improve sexual and reproductive health, including the prevention of HIV/AIDS among adolescents and youth, through strategies and actions to enable the access to information, guidance and quality services”*.

The strategic objective was to: *“Improve the quality and availability of services regarding sexual and reproductive health and HIV/AIDS prevention through initiatives defined and directed by youth to promote a responsible behavior and by involving youth in advocacy”*.

In these years, the following four key results were pursued: **1st. Access:** Access to health services for adolescents and youth, with an emphasis on sexual and reproductive health, **2nd. Quality:** Improved quality of the healthcare services, with an emphasis on sexual and reproductive health, **3rd. Capacity:** Knowledge, attitudes and skills of the AY related to their

sexual and reproductive life, and **4th. Advocacy:** Improve the political and communal environment in support of sexual and reproductive health and HIV/AIDS prevention.

In the first sub-period (1998-2005), the activities with AY aged 10-19 years old who are direct beneficiaries started with training in topics related to SRH; vocational guidance; training in computer science and rights; cultural, sports and recreational activities. Later, the population coverage was broadened to indirect beneficiaries, among whom teachers, fathers/mothers or guardians and health workers. The objective of the intervention was strengthened, improving the AY's skills for the development of their lives through workshops focusing on analyses and reflection in the fields of Sexuality and Vocational Guidance.

Partnerships with strategic partners were gradually entered into, e.g. with the Departmental Health Service (SEDES), to strengthen the State's Health Centers. In these centers, exclusive spaces were created to provide services regarding Guidance and SRH for AY which led to their being called Adolescent Friendly Health Centers (Youth Zones). Some of the other partners were the pharmacies through the Association of Pharmacy Owners and Professionals (ASPROFAR), with whom the focus of the work was also on SRH so that the pharmacies would provide guidance to the buyers, at the same time recording cases and generating a registration system for SEDES.

In this phase, the program had funding to implement various projects: the funding from Population Concern was used for the Sexual and Reproductive Health Initiative, the funding from Population Council was used for an operational study titled “Pharmacies as the main providers of information on SRH and as contraception providers”. The funds from Moriah Fund were used to work around SRH and vocational training; the funding from USAID/Networks Family

¹² Oruro, La Paz, Potosí, Cochabamba, Tarija, Sucre, Santa Cruz, Beni, Pando, Caracollo, El Alto, Quillacollo, Villamontes, Montero and Riberalta.



Planning was used for the project “Our bodies, our decisions”, with a focus on SRH.

In the second period (2006-2009), on the national level the focus was on the same socioeconomic and cultural topics, with differences in terms of population outreach. With funds from USAID and the Sponsorship Program, coverage was broadened to the national level (15 urban and peri-urban municipalities from the 9 departments of Bolivia) with a continuing focus on SRH, including STIs and HIV/AIDS. In this phase, more attention was paid to preventive health, human rights, the gender approach, respect among cultures, and AY-led participation.

Between 2010 and 2012 (third period), the Adolescent Development Program continued with funding from the Sponsorship Program and from other sources such as Meal a Day and Miranda. It was thus possible to broaden the work area to the Prisons and work with “*Adolescents and youth in conflict with the Law*” around SRH and advocacy. This project was carried out in 4 urban municipalities (prisons and departmental social services in Oruro, La Paz, Cochabamba and Santa Cruz).

With funds from the Inter-American Development Bank (IDB), the project worked around the Right to Gender Equality in the urban municipality of El Alto. With funds from Karlsson there were activities in 9 municipalities¹³ within the framework of the Making Economic Decisions Project, with a focus on entrepreneurial and financial education.

All interventions with AY from 1998 to 2012 responded to the needs and demands identified, focusing on health prevention and promotion within the framework of HRs.

¹³ El Alto, 2 municipalities in Oruro, 2 municipalities in Potosí, Cochabamba, 2 municipalities in Chuquisaca, and Santa Cruz.

Over this period of 14 years (1998-2012), according to the studied documents, more than 121,000 AY were benefited either directly or indirectly.¹⁴

Achievements

The main achievements are accomplishment of the goals and objectives proposed by the Program, which in this case contributed to having AY who are self-confident, empowered, leaders and mentors, and who know about SRH and leadership. Moreover, the AY became experts in the Making Decisions methodology and its training techniques and they have become good facilitators who support the design and development of tools. And the AY now have organizational capacity for advocacy efforts and for influencing preparation of the Formal Educational Curriculum on the departmental level (Oruro) and preparation of the National Policy for Differentiated Care for Adolescents.

Their advocacy efforts focusing on Financial Education contributed to putting the importance of developing employment policies for youth on the national agenda, as an important factor for social development and poverty reduction.

The organized AY were invited to participate in work groups to analyze laws on AY health, they became part of a Non-Violence Network, they participated in the review of the Youth Bill with the Vice Ministry of Equal Opportunities (VIO). They were and are part of the Council of Adolescents and Youth for Teen Pregnancy Prevention (CAJPEA), under the leadership of the Ministry of Health, the Ministry of Education and their departmental bodies, SEDES and SEDUCA.

¹⁴ Period 1998-2005 = 20,000 AY (final evaluation of the programs financed by Sponsorship), 2006-2009 = 95,924 AY (Evaluation of MD 2008-09) and 2010-2012 = around 5,700 (various final reports and verbal statements of direct stakeholders)



Tools were developed based on studies and in response to the true needs of AY, which were implemented with AY through training courses with a view to achieving the objective of strengthening the AY.

Close links were forged between State organizations (Health Centers and Schools, and their governing bodies) and other associations (pharmacies) to address topics related to education in SRH from a participatory perspective. This coordination benefited the community.

Best practices

The best practices, i.e. the positive actions, strategies and techniques that helped achieve the goals and objectives in an effective, efficient and innovating manner, and that facilitated replication, learning and the promotion of new ideas or adaptations, are detailed below:

The training methodology

Participatory, using games, sociodramas, theater, puppets, music, dance and sports. Activities that fomented an analysis and reflection about the topics addressed and which allowed for the AY to be the protagonists at all times, first of all as participants in the workshops and then as leaders of workshops or other spaces.

Peer-to-peer strategies

This strategy is one of the most successful strategies in view of its effectiveness in transmitting knowledge among youth and for working around information and education relating to sexuality, advocacy and social governance to raise awareness among and mobilize peers in the exercise of sexual and reproductive rights as part of the HRs. This strategy was used to work on health prevention and promotion with AY within the framework of community outreach efforts

through the Health Centers in which the Youth Zones were implemented.

Strengthening Youth Organizations

Within the framework of the program objectives, there was also a focus on AY leadership capacity-building so they could take on a leadership role in the peer-to-peer strategy, not only as regards SRH, but also in the field of advocacy, municipal governance and sustainability to raise awareness and mobilize the community and influence local or national policies.

Through these strengthening efforts, it was possible to create the Youth Zones AY Organization which has representatives on the local level in the Health Information Analysis Committees (CAI) and on the political level in the Municipal Governments so that funding would be inserted in the Municipal Operational Plans for community mobilization activities in SRH for AY and for operation of the Youth Zones.



The representative of Youth Zones Oruro sharing Adolescent Program materials with the Director of the Departmental Health Service - SEDES. Oruro 2011



Development of prior investigation processes

Before implementing or developing tools, the first step always consisted in developing situational studies, diagnostics, baseline, tests, etc., based on the CASP (Common Approach Sponsorship Program) methodology.

Development of training tools

Various documents were prepared, the most important ones of which were: “Manual

tomando decisiones” (Making Decisions manual), “Construyendo mis planes de vida” (Building my life plans), “Mi cuerpo, mis decisiones” (My body, my decisions), “Nuevas sensaciones, nuevas emociones” (New sensations, new emotions), “Comunicándonos con otros jóvenes” (Communicating with other youth), “Guía de orientación vocacional” (Vocational guidance), “La caja de herramientas” (Toolkit) and “El ahorro y educación financiera” (Savings and financial education).



Work in partnership with other organizations

With the aim of building healthy environments for AY, alliances were entered into with state entities, such as the urban Health Networks, the Health Centers (HCs), friendly pharmacies and communities to exchange capacities and experiences. At the HCs, the Adolescent Defined

Quality (ADQ)¹⁵ methodology was implemented successfully and helped collect self-assessments, plans, results of the implementation of improvements and the monitoring thereof in a participatory manner by both health providers and AY.

¹⁵ ADQ: a methodology developed by Save the Children in 2002 to enhance the community’s commitment to Planning, Implementation, Monitoring and Evaluation of the services rendered by the HCs, with the final aim of improving quality and accessibility of the services with participation of the adolescents.



This coordinated way of working was aimed at having health services that respond to the AY's needs in a friendly and consensus-based manner. In this sense, the healthcare providers were trained in friendly services and in providing social assistance to pregnant adolescents and young mothers. At the HCs, spaces were adapted for the AY to work around community extension and health promotion among peers. Moreover, the so-called Youth Zones at the HCs were strengthened.

On the other hand, agreements were reached with Social Networks and activities were organized with schools (UEs) of the formal education system, where besides working with the AY there were activities also to raise awareness and train the teachers in implementation of the program processes. This framework also included awareness-raising for the parents in order to strengthen communication with their children as regards SRH. In coordination with formal and informal organizations from the neighborhoods where the AY lived, an endless number of fairs, forums, festivals and other actions around health were organized so the AY could socialize what they had learned with the population.

Lessons learned

The projects carried out in this period yielded a series of lessons learned and reflections, the most outstanding ones of which are described below:

Although there were plans to ensure sustainability of the projects, these plans were drafted almost at the end of implementation and so to date, the parameter regarding sustainability consists in counting the projects implemented in the past that survived. The activities related to sustainability should start in parallel to the first actions of the alliances and partnerships.

The strategies regarding awareness-raising among the parents were aimed to generate a better communication with their children regarding SRH. However, this activity did not materialize because of reasons of force majeure, among which work, incompatible working hours, distance, and others. This group should indeed be a beneficiary of the projects, based on their own tools and methodologies, times and results and by including them into the project at appropriate times.

In view of the machismo culture in society, the AY reported violence in their lives, whereby they accepted being victims without any further reflection and guidance. Hence, this topic should be included in the training tools in order to prevent episodes of violence in their lives and families.

“In Oruro, many cases of sexual violence against adolescents are being registered, and this is not being addressed in the work, despite being covered in the methodologies. It would be good to resume these topics more energetically (...). Gender-Based Violence, sexual violence and other types of violence should be addressed from the perspective of prevention.”

Elizabeth Arteaga, Former National Coord. of the Adolescent Development Program (1999-2011)¹⁶

It was noted that the repeated and segmented training in the same or very similar techniques, particularly in the field of SRH, has differentially strengthened the needs of AY, has greatly strengthened their self-esteem and leadership and has transmitted a solid knowledge about SRH with a view to decision-making. Nonetheless, empowerment in terms of knowledge of entrepreneurship has not been as strong.

¹⁶ Save the Children, (2011). Systematization of successful experiences – Youth Zone.



This is because the latter topics (toolkit of the entrepreneur, vocational guidance and financial education) were implemented with greater spacing (as funds became available), more specifically at the end of the studied period and with another group of AY (Karlsson funds under the Making Economic Decisions Project). At the time, the objective was not to connect the AY to employment.

In conclusion, the research has shown that the Adolescent Development Program-Making Decisions, in years 1998-2012, was able to build leadership and self-esteem, as well as basic knowledge of sexual and reproductive health among the urban AY in the area covered, thereby using innovating methodologies adapted to their needs and demands, always within the framework of the HRs of this group of people who became the protagonists of their own personal development.

The results of these interventions have underscored the importance of constantly improving and broadening the experiences acquired, since all projects and their components

displayed a marked strength in SRH and organizational strengthening.

2.2 Systematization (years 2013 – 2014)

Based on its robust past experience in different topics and methodologies with AY, as from 2013 SCI worked with a new integrated intervention approach, keeping in mind past learning, i.e. past **achievements, best practices and lessons learned**. The idea was to have a comprehensive intervention with urban AY so they would be empowered for taking adequate and informed decisions about their own sexual and reproductive health, combining this with a focus on social and productive entrepreneurship, links to productive and labor markets, as well as to international markets in order to enhance their visibility.

Table I below shows how the new integrated approach takes all positive lessons learned from the past and centers on the application of methodologies, techniques and tools that help benefit urban AY:



Table 1: Integrated intervention approach based on lessons learned from past experiences.

Characteristics	APPROACH	
	Compartmented (1998-2012)	Integrated (2013-2014)
Implementation Methodology	Fragmented into Empowerment, SRH and Economic Opportunities	Uses the experience acquired from past interventions and integrates the work related to Empowerment, SRH and Livelihoods.
Interventions in SRH	Applies the Making Decisions Manual (adapted to the country's idiosyncrasy)	Uses the experience acquired from the past. Includes updates and aligns the work to the Education Law of the Plurinational State of Bolivia, integrating concepts and experiences of CEMSE ¹⁷ , CISTEM ¹⁸ , OFPROBOL ¹⁹ (*)
Interventions in the economic field	Economic Opportunities	Uses the experience acquired from the past and works on Entrepreneurship from a comprehensive perspective, including links to the labor market and connections of the entrepreneur to technification.
AY empowerment	Personal and Organizational (Youth Zones)	Uses the experience acquired from the past and strengthens the organizations in Regional and International AY Advocacy Platforms. Moreover, as part of the activities and training to empower AY, it includes participation of the parents or guardians (Parent School) and of the decision-makers (Authorities) as an indispensable axis of support.

(*) Works in Partnership with several State organizations and NGOs, with which it shares infrastructure and the target population.



- 17 CEMSE: Educational Multiservice Center (Centro de Multiservicios Educativos). A social NGO that works with programs in the fields of Education, Health and Local Development, which has experience in working with AY in SRH, Entrepreneurship and Financial Education.
- 18 CISTEM: Center for Social Research and Multidisciplinary Teamwork (Centro de Investigación Social y Trabajo en Equipos Multidisciplinarios). An NGO specialized in economic-financial business initiatives with AY in vulnerable situations.

- 19 OFPROBOL: Bolivia Project Office (Oficina de Proyectos para Bolivia), which develops projects for the benefit of CAs who live on the streets, who live in poverty, from lower social classes and in a situation of social disadvantage, providing them with quality care and integrated education and contributing to their personal fulfillment with a life project. It works on productive education and the rights of AY.



Within the framework of this new integrated approach, three new projects are being implemented with urban AY:

1. *“In my present and my future, the decision is mine”*, financed by SCI Italy
2. *“Entrepreneurship in Jewelry Making, a life opportunity for AY”*, also financed by SCI Italy through company Bulgari
3. *“Development of AY – Making Decisions”* , with sponsorship funds

The first project intervenes in five municipalities: El Alto, Oruro, Potosí Sucre and Santa Cruz. The second one in four municipalities: La Paz, Oruro, Potosí and Santa Cruz. And the third project in one municipality: Cochabamba.

The three projects together directly benefit around 18,981 urban AY over two years. Indirectly, the projects benefit another 69,672 persons.

Table 2. Population benefited by project, years 2013 - 2014		
Project	Direct beneficiaries	Indirect beneficiaries
“Entrepreneurship in Jewelry Making, a life opportunity for AY”	327	20,000
“In my present and my future, the decision is mine” Phase I	3,150	3,722
“In my present and my future, the decision is mine” Phase II	5,504	15,950
“Adolescent Development – Making Decisions”	10,000	30,000
TOTAL	18,981	69,672

As regards the geographical distribution of these projects, it is important to show the political distribution of Bolivia in nine departments: La Paz, Oruro, Potosí, Cochabamba, Chuquisaca, Tarija, Santa Cruz, Beni and Pando.

The projects cover seven capital cities in six departments, four of which in the highlands - La Paz and El Alto, Oruro and Potosí -, two in the valleys - Cochabamba and Chuquisaca -, and finally, one in the lowlands or tropical area - Santa Cruz. This means that the intervention area adequately represents the geography of Bolivia, in which each zone has its own idiosyncrasy, defined by its ecology.



Bolivia and the projects with urban AY, 2013-2014

2.3 Urban context

If the integrated intervention model seeks to empower urban AY, it is necessary to identify the urban context in which the current projects are developed, keeping in mind their situation and characteristics.

In the first place, an analysis must be made of how the urban context influences in the personal and social development possibilities of AY, which comprises both the infrastructure and the different services which the city makes available for their full development, and which is a determinant as regards their vulnerability in terms of the inclusion-exclusion process.

According to urban context studies, vulnerability in the city is related to greater health risks because of high concentrations of people, companies, vehicles and waste; the exposure to occupational health and safety risks, including to industrial chemicals, garbage, etc. There is also a greater vulnerability to natural disasters, because of houses being built in risk-prone areas, and a greater vulnerability to changes in the economy because of the dependence on a cash income. The food vulnerability is associated to the increase or decrease of the household income, more than to the food production. There is also a greater vulnerability to social fragmentation and to urban violence.

Deepening the issue, urban vulnerability is related also to municipal governance, and to the survival strategies related to the type of fixed income, the access to structures and processes for transformation (the political superstructure), which include government levels, the private sector, laws, policies, culture and institutions.

In the case of Bolivia, the projects implemented in both study periods were and are developed with AY who live in vulnerable spaces, peri-urban

neighborhoods of urban centers with 2,000 and more inhabitants²⁰, where the households are considered to be moderately poor and to have rural cultural characteristics as regards their means of subsistence (circular rural-urban area migrants) and where the household members live, work or study in different places, i.e. balkanized families which in many cases depend on services and markets in the local urban center and at the same time on their immediate rural environment e.g. for food. Hence, their rural and urban lives and particularly economies are interconnected.

In some households, the fathers work in other countries, primarily in the informal market.

During the first years of program implementation with AY (1998-2000), as a result of the economic crisis, many fathers migrated en masse to European countries, where mainly Spain was a magnet. At present, this problem still persists but China has become the magnet. That is why various households of the AY targeted by our projects are managed by guardians, which is yet another factor of fragility.

Not all houses have all necessary services and safety (potable water, basic sanitation, sufficient living space, safe and lasting constructions, or a secure -own- house). Most houses display deficiencies in terms of services and safety, in accordance with the index of unsatisfied basic needs. Moreover, many households are affected by domestic and extra-familial violence.

The projects are carried out in peri-urban zones located within the Health Networks and the Districts of the Formal Educational System, both of which important bodies for development and achievement of the objectives of the

²⁰ Ministry of Development Planning of the Plurinational State of Bolivia / Vice Ministry of Planning and Coordination. (2013). Criteria to Define the Urban Area or Radius and the Approval Process.



project under the Integrated Model, since they offer access to health and education services. The presence of these bodies is also helpful to build timely and fast relations with government structures (departmental, municipal governments, civic structures, etc.), to work in coordination with them and to turn them into participants of the initiatives with AY. The presence of other institutional and social organizations is also a result of the urban process (NGOs, church, etc.).

For developing the projects, the dependence on the urban social, political and physical infrastructure was a key element for accomplishing their objectives. Thus, the AY had a chance to get acquainted with their reality through an analysis of their environment and a comparison with other more urbanized settings, very near their own setting and with many more advantages that somehow influence their peers.

The health and education networks with which there is a very close cooperation provide them with spaces for deliberation, for strengthening their organizations, for making their voices heard through advocacy processes, in campaigns, fairs and other public events.

Since the urban AY share a series of characteristics (the fact that they are migrants, their vulnerability, etc.), they tend to associate based on their concerns and their need for leadership, e.g. the groups called “Culturas Urbanas” (Urban Cultures) which take on individual characteristics in their search for an own identity.

Another characteristic of the urban context is that of communication, access and availability through a greater connectivity and a greater low-cost availability of computer centers where there is limited control in terms of the access to sources of information. This entails a risk of the AY being exposed to e.g. pornography. Moreover, the social networks expose the AY to different vulnerabilities which do not exist in the rural area.

This is also an opportunity for AY to demand their rights and achieve an impact through their participation in public and political events with civil society, communities, governments and the private sectors, conquering spaces and building capacities to ensure their sustainability as youth organizations and as intellectual productive institutions.

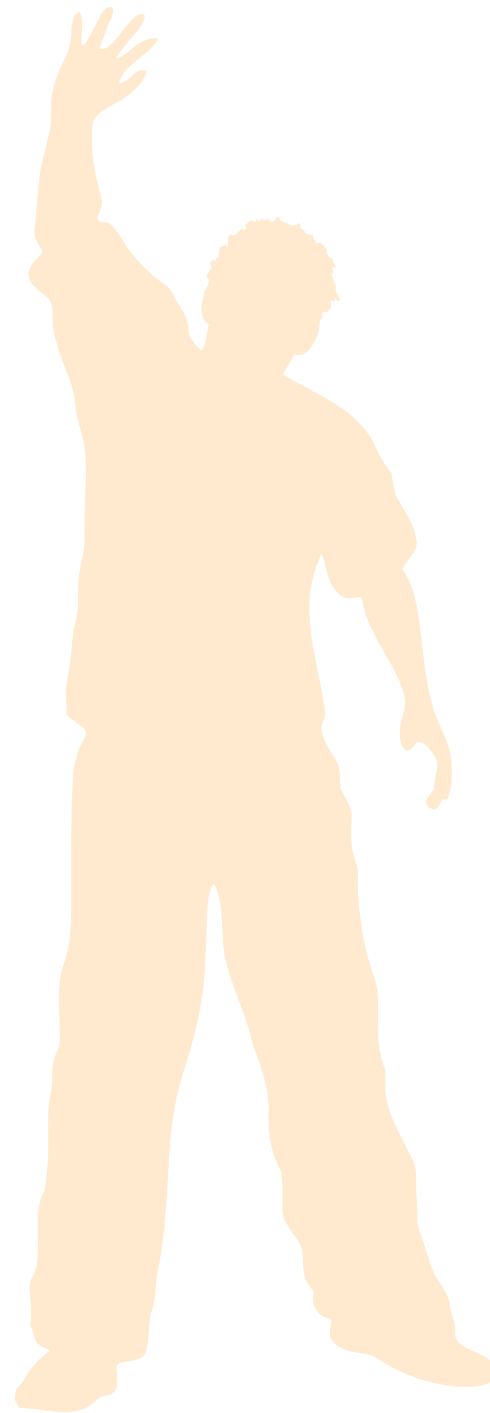


II. THE MODEL AND HOW IT WAS IMPLEMENTED

In social sciences, from a conceptual perspective a model is the representation of a system or idea that functions in a different way from others found and which, based on evidence, has proven to offer greater value and innovation. Its purpose is to help explain and direct actions for a better understanding of how things work, through a set of methods, techniques and ideas. One of the basic requirements for any model is that it has to describe the system in a sufficiently detailed manner so as to be able to make valid predictions about its behavior.

In this understanding, the present Model, based on successful past evidence, should be understood in the sense of “capacity-building to design and implement successful urban projects, in which there is collaboration with external urban networks and in which alliances are entered into to raise the profile of high-need urban population groups”²¹.

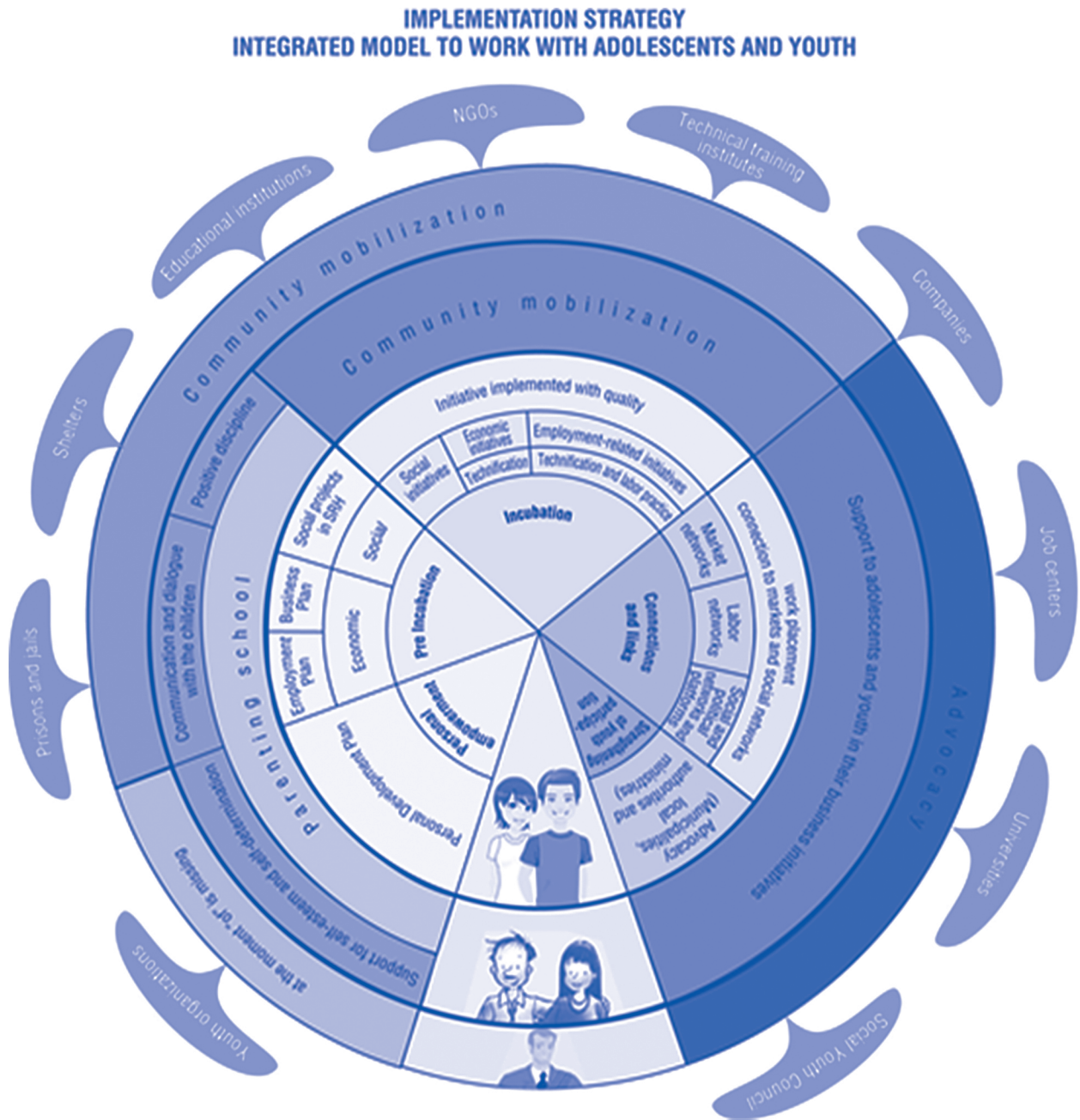
Furthermore, it should be kept in mind that the proposed Model is a response to the current issues identified by urban AY and their environment (interviewed stakeholders).



²¹ SCI. Specific objectives of Urban Learning



Implementation of the Model is represented in **Graph I:**



The goal of this Model is to *Improve the exercise of economic and social rights by adolescents and youth with a view to “Living Well”*. Its strategic objective is: *To contribute to the AY exercising leadership for their integrated development, based on economic opportunities, protection, and sexual and reproductive health.*

It aims to accomplish four key results, which can be adjusted depending on specific needs and the type of intervention needed based on the findings in this preparatory phase:

Result 1. Adolescents and youth with positive practices in sexual and reproductive health and demanding the use of quality SRH services.

Result 2: Adolescents and youth with profitable economic enterprises and linked to the market

Result 3: Adolescents and youth articulated to and/or inserted in the decent labor market

Result 4: The adolescents and youth have a voice to exercise their social and economic rights

The population covered is the AY aged 14 to 24 years.

I. Problem statement

At the beginning of implementation of the Model, the national reality showed that 31% of the total population (10.3 million inhabitants) was 10 to 24 years old²² and that 1 out of every 4 AY lived in extreme poverty.

As a result of the social exclusion, this population group displayed a gap in terms of

adequate education and technical training for skilled labor. Hence, their insertion into the labor market and their labor situation were difficult and the AY faced disadvantageous situations, with a risk of labor exploitation, underemployment, hazardous work and a loss of labor rights.

According to the United Nations Population Fund (UNFPA), unemployment rates were high. Moreover, it was clear that 27% of the AY participated in productive economic activities and that of this total number, 30% of the formal workers were moderately poor, while this figure was up to 50% among the informal workers. Almost all persons under 25 years old worked in the informal sector. The average age of a Bolivian entrepreneur was 35 years; 52% were men and 48% women. Forty-six percent (46%) had opportunity-based businesses and 54% needs-based enterprises. Eight percent (8%) of the school-age AY dropped out of school to help their parents maintain the family.

The opportunities for adolescents (10 - 19 years old) were minimal and youth (20 - 24 years old) did not have access to a stable source of employment. The payment received in return for their work was very low, combined with the high percentage of unemployed youth due to their lack of technical training, the absence of links to value chains, the poor quality of their products and their weak organization.

The National Youth Survey²³ pointed out that 70% of the teen pregnancies were unplanned, while 90% of the young women had received information about SRH in their schools, youth groups and the media. The use of contraception accounted for 27% in adolescents with a partner and 35% in youth in general.²⁴

²² National Population and Housing Census, (2012), Characteristics of the population and houses. INE. Bolivia

²³ National Youth Survey, Vice Ministry of Equal Opportunities UNFPA, 2011.

²⁴ National Population and Health Survey, 2008, INE.



Another problem affecting the AY population was related to their knowledge of STIs and HIV/AIDS. Most of them knew about these diseases, but lacked in-depth knowledge about the forms of transmission or about how to avoid risk behaviors. They did not identify condoms as a method to reduce the risk of contracting HIV. This factor, combined with the early start of sexual relations had caused 25% of the cases of persons living with HIV being AY.²⁵

According to the Ministry of Health, from 1984 to 2012, in the country there were 9,296 persons living with HIV/AIDS; of this number, 3% was under 15 years old (2% women and 1% men). One specific and alarming case is that in 2012, the Departmental Health Service (SEDES) of Santa Cruz informed that of all registered cases of persons living with HIV/AIDS, 70% are adolescents aged 10 to 19 years.

Moreover, the fact that the AY drop out of school – a clear violation of their rights - causes them to have limited competencies and opportunities and gives rise to low levels of organization and representation of the AY who therefore lack empowerment for exercising their rights and for demanding protection from all forms of violence and exploitation. This is also part of the problems presently affecting urban AY.

Besides the circumstances mentioned above, there are also other factors, such as family and social disintegration; a lack of social protection with the resulting limited access to health and education services and exposure to drugs and alcohol, citizen insecurity, human trafficking, sexual exploitation and violence.²⁶

According to the perceptions of the stakeholders involved in the Systematization study, the circumstances mentioned above in the Youth Survey, were identified as having been experienced recently and personally. According to the interviewed stakeholders, family disintegration was caused by several factors, among which the economic situation of the families, which obliges the parents to devote more time to work than to the family.

“We, the fathers and mothers, work full days and so often, we leave the children on their own. This is something that has to be improved because when you guide young people, when you show them the way, many difficulties can be avoided.”

Focus group with fathers and mothers, Municipality of Santa Cruz de la Sierra

Within the framework of the reflection, because of this disintegration the AY's needs for protection and care are not satisfied, which in turn has an impact on communication with the family and the affective relationship with the family.

“Youth have no information because their parents are often not at home to guide them. That is why we prefer to be outside.”

Focus group AY. Municipality of Potosí

“Because of poverty, the parents are outside their homes, which has an impact on communication in the family and because of which many AY feel alone and with no access to information.”

Ana Choquehuanca. Health Officer – GAMEA. Municipality of El Alto

²⁵ National Plan for integrated health of Bolivian adolescents and youth; 2004 -2013, Plurinational State of Bolivia, 2004.

²⁶ National Youth Survey, Vice Ministry of Equal Opportunities UNFPA, 2011.



On many occasions, the disintegration went hand in hand with *domestic violence*, - which is conceived as follows: “punitive actions within the family, or from one family member against others, against any family member or against all of them.”²⁷ These are traumatic experiences for the AY.

“Youth are exposed to other problems as well, such as physical and psychological violence from the parents against their children. Sometimes, we see that our parents are drunk or are fighting and that is a trauma for the children and there is a danger of our acting in the same way in the future.”

Focus group AY. Municipality of Potosí,

Because of these problems, the links between the parents and their children are weak, with a possible negative impact on the AY, both on a personal and social level, increasing their vulnerability to multiple dangers such as alcohol and drug use, membership of gangs as youth contention networks, and exposure to unwanted pregnancy.

“There are various problems in the community; the first one is poverty: Since the parents go out to work, they leave the children who then become vulnerable to problems such as pregnancy, alcohol, and drugs.”

Principal of the Túpac Amaru school. Municipality of El Alto

On the other hand, in the interviews many families of AY mention that they live in precarious situations. They say that they migrated from the rural area to the city, which has affected the AY’s cultural, social and personal imaginary, since the construction of one’s identity is influenced by stimuli provided by the urban context.

Faced with these economic needs, many AY start to work in order to contribute to the household income. Nonetheless, the way in which they engage in employment is not necessarily the most appropriate way.

“Since many young people in peri-urban areas are from low-income sectors and have to work, they need training and guidance in entrepreneurial topics.”

Teacher of the Liceo Oruro. Municipality of Oruro

“Many young people lack sufficient resources to ensure continuity of their studies.”

María Vargas. Principal of the Joven Bolivia school, Municipality of Santa Cruz de la Sierra

The stakeholders mentioned that these and other issues were also addressed by different public and private entities, among which the church, NGOs and universities. Still, these organizations’ interventions have been sporadic, since they mainly dealt with sexual health and leadership, from a fragmented approach rather than from a comprehensive perspective. Moreover, not all AY participated in activities to promote personal capacity-building.

“They had not participated in any similar project. The project with Italy opened up the first opportunity. Although offers had been made, often the promises were not fulfilled. Some churches, for example, offer workshops about self-esteem; but there is nothing about SRH. And some universities have come to work around empowerment, though this is more for last-grade secondary school students.”

Focus group AY. Municipality of Santa Cruz de la Sierra

²⁷ Manual on the protection of victims of gender-based violence. Mora Chamorro, Héctor (2008). Editorial Club Universitario. p. 90



As mentioned by the interviewees, some schools cover the basics of SRH with explanations in traditional subject matters such as biology. But these activities do not cover topics to encourage personal empowerment or employability aspects.

“At school, we learned about SRH but in a traditional manner as if it were a subject matter. So they share definitions or concepts with us, but there are no spaces for interaction or experiential learning.”

Focus group AY. Municipality of El Alto

2. Organizing implementation of the Model

In order to adequately respond to the issues which the Model intends to address, the intervention is organized in key periods or phases and a minimum term needed for achieving them is defined, as outlined below:

Graph 2. Implementation timeline

Beneficiaries	6 months			1 month	6 months			5 months
AY	Pre Incubation (training)			Call for the presentation of Projects Social enterprises	Incubation			Connection and links
	Pre Incubation (training)	Sexual and Reproductive Health (Social Pre Incubator)	Livelihoods (Economic Pre Incubator)		Implementation of productive and social business initiatives			
					Productive enterprises Technification	Employment plans	Connection to Latin American and national networks and other AY platforms Connection to productive networks, marketing networks and job platforms	
Parents	Training for parents “Parent school”			Accompanying the AY’s business initiatives			Follow-up and support	
Authorities (Municipalities, Departmental Governments and Ministries)	Creation of the Interinstitutional Committee	Awareness-raising and Training		Community mobilization			Advocacy	

The graph shows that from the initial period and until consolidation, implementation of the Model takes around one year and a half. Depending on the characteristics of the setting in which it is to be implemented, this Model can be applied in less or more time, and the content can be adapted to latent issues in the specific context.

This adaptation can be proceeded with on the basis of the following criteria: the scope of the intervention, the context of the intervention and the prioritization of the components to be implemented based on the situational analysis.

3. Organization of the implementing team

Based on the prioritization of results, it is necessary to also adjust organization of the implementing team. In the case of Bolivia, the projects have been organized under the leadership of a project coordinator, a livelihoods officer, an officer with experience in the field of sexual and reproductive health and, finally, assistants-facilitators who are responsible for direct implementation in the intervention areas. There are also three implementing partners with similar teams, all of whom under the functional

leadership of the project coordinator. The team falls under the structure of the Implementation Management.

4. The Model, its stakeholders and its strategies

In the methodological action framework, the model works with three stakeholders. For each stakeholder, there are different strategies which are organized in different phases, which are simultaneous and are based on synergies:

- 1) A strategy with and for AY
- 2) A strategy with parents
- 3) A strategy with duty-bearers

Table 3 below includes a summary of methodological development of the model, with an overview of the phases to be followed and the partial outputs that will lead to the final objective. The thematic content to be covered and the expected outputs are detailed as well.



Table 3. Overview of methodological development of the model

N°	Phases or periods	GUIDELINES	THEMATIC CONTENT	OUTPUTS
1	Planning	Definition of the problem, design, definition of objectives and organization of the team	The following studies and plans are made: <ul style="list-style-type: none"> • Situational analysis • Baseline study • Complementary studies • Monitoring plan • Employment and productive market study • Analysis of productive and labor-related expectations 	Planning document of the Model based on statistical evidence and adequate definition of the problem
2	Personal empowerment	Personal empowerment	Module 1. Youth empowerment and entrepreneurship <ul style="list-style-type: none"> • Self-esteem • Leadership • Self-determination • Business spirit • Associativity • Youth protagonism and advocacy • Personal Development Plan 	Personal Development Plan
3	Pre incubation	Social pre incubation (Sexual and reproductive health)	Module 2. Sexual and reproductive health <ul style="list-style-type: none"> • Sexuality and self-care • Gender • Teenage pregnancy and second pregnancy • Contraception methods • Sexually transmitted infections • Violence • Sexual and reproductive rights • Formulation of projects in SRH 	Social projects
		Economic pre incubation (Livelihoods: production and employment)	Module 3. Economic entrepreneurship <ul style="list-style-type: none"> • Financial education <ul style="list-style-type: none"> ○ Business capital management ○ Savings management • Labor rights and employability • Employment plan • Market potential • Business plans 	Business plans and employment plans
		Competition, selection and access to financing	Launch of calls for competitive funds Creation of the cross-sectoral committee	Business initiatives selected for implementation



4	Incubation (Implementation of projects and plans)	Sexual and reproductive health (Social incubator)	<p>Technical assistance during execution</p> <ul style="list-style-type: none"> • Conceptual reinforcement • Social management of projects in SRH • Shared leadership • Sustainability and alliances • Quality management • Monitoring 	Health projects implemented with a good quality
		Livelihoods (Economic incubator)	<p>Technification by area or field of specialization</p> <ul style="list-style-type: none"> • productive • labor • financial education • business internships <p>Monitoring</p>	Business plans and employment plans implemented with a good quality
5	Connections and links	<p>Networks of labor and productive markets.</p> <p>Social and political networks and platforms</p>	<ul style="list-style-type: none"> • Evaluation of social and productive initiatives • Follow-up of connections to markets • Follow-up of insertion into the labor market and decent jobs • Integration of youth organizations into municipal youth councils and existing platforms 	<p>Insertion into the labor market,</p> <p>Connection to productive markets</p> <p>Youth networks in the social sphere</p>
6	Strengthening of youth participation	Advocacy (municipalities, departmental governments, ministries and other institutions)	<ul style="list-style-type: none"> • Strengthening of municipal youth councils • Strengthening of youth organizations • Youth advocacy strategy to enforce compliance of the laws and regulations in effect on the national and municipal levels 	Advocacy plan
7	Capacity-building of the parents	Parent school	<p>Training in:</p> <ul style="list-style-type: none"> • Support for self-esteem, self-determination of their children; encouraging youth leadership and protagonism. • Communication and dialogue with their children (assertive communication) • Positive discipline 	Family support for the AY's actions
8	Advocacy and engagement of duty-bearers	<p>On the political level</p> <p>(municipal and health sector decision-makers / information and updates of laws and regulations)</p>	<p>Training in:</p> <ul style="list-style-type: none"> • Youth leadership and protagonism • Social and productive entrepreneurship • Sexual and reproductive health • Gender and gender-based violence • Development plan • Adolescent Defined Quality • Youth law 	Institutional support for the AY's actions



4.1 Planning

One of the activities to start implementing the Model is development of a planning process, including the design, the definition of objectives and organization of the team. Management planning aims to set forth guidance and the strategies to be followed, in response to the real needs of the population. A good planning is based on the results pursued.

Based on the Sponsorship Program, the CASP experience is used in which planning of the Model starts with a “Situational Analysis” that ensures efficient replicability since it intentionally seeks to identify the needs of the stakeholders, as well as their perceptions as regards the required response and how to involve them, ensuring participation, inclusion with the sustainability perspective. But above all, this analysis has to help ratify or deepen definition of the problem which is sought to be addressed with the intervention. (Annex 2. Situational Analysis Matrix).

Once the results of the situational analysis are available, it is possible to define the design by adjusting the model to local needs, to the characteristics of the context and to the priorities identified, at the place where replication is intended.

Once the results to be achieved have been formulated or prioritized, a Baseline (Annex 3. Baseline) has to be prepared, with pertinent indicators that provide information about the situation the activity seeks to address, and the results of which will be used to prepare a Monitoring Plan (Annex 4. Monitoring Plan), which has to include goals, collection mechanisms, periodicity and persons responsible, aside from definitions of the variables to be monitored so there would be standard definitions that are dependent of the level of the structure in implementation.

The baseline has to be broad, with a cross-sectoral approach based on the results to be included in implementation of the Model. It has to include data on the organizational capacity, the means of communication at the AY's disposal in the intervention zones, the degree of knowledge of the AY about the topics to be included, etc.

As regards empowerment, it is important to focus on the status of self-esteem among the AY, the use of their free time, their personal expectations, etc.

For the health component, it is important to include variables related to quality, access, capacity and advocacy from the perspective of the different stakeholders.

Moreover, it is important to include the expectations related to employment and production to determine whether their expectations are viable or not in the labor or productive market. This part of the baseline aims to collect qualitative and quantitative information to measure the AY's capacities and skills in social and economic entrepreneurship.

In this case, the following variables can be included: determination of the AY's short and medium term goals, their studies outside school, their experiences in non-remunerated jobs, knowledge and skills acquired in non-remunerated jobs; remunerated and non-remunerated jobs of the adolescents; expectations regarding future studies, areas in which the adolescents are interested with a view to business initiatives; the needs they have to start with a business initiative and their experience in social entrepreneurship.

The baseline has to include variables for the study of the labor and productive market, in order to gather information about business alternatives for AY in the market. The results will be used to guide their expectations, identify the demands



of the labor market (supply and demand) and productive opportunities to develop economic business initiatives. This information will then be crossed with the previous variables. The sample selection criteria include institutes, traders, companies, municipal technicians, local authorities, public and private institutions, youth in local production fairs and other institutions involved in this field. The idea is to collect information about their experience in their field of activity and about their productivity.

The suggested study categories in this case are the labor market and identification of the occupational category, the economic-productive potential, the existing demand, the main areas of education and training, the productive market for the area selected by cost, the production costs based on competitiveness (cost/benefit) of the area, usefulness of the product in the market, with application on the level of micro enterprises.

With a view to the AY's business initiatives, the recommendation is to revise "ILO Convention 138", which provides for the 23 worst forms of labor for AY. Another recommendation is to keep in mind local studies already made and laws and regulations in effect.

"This activity was one of the most important ones developed in the period, which helped orient and guide the AY's proposals for the incubation phase of the business plans and the employment plans. The market study was divided into two parts: the productive study and the labor study."

Mariela Fernández. Coordinator of the Project
"In my present and my future, the decision is mine".

Municipality of La Paz

Finally, the planning phase will focus on activities such as the establishment of alliances based on the (public and private) stakeholder mapping of stakeholders working with AY.

By way of example of the process followed in Planning, the graph below shows functionality of the CASP method.

Graph 3. Planning Method of the Model



"The first step was development of the situational assessment, followed by the project design, a monitoring and evaluation plan, including process indicators to measure the progress in implementation, results indicators to measure changes on the highest levels, which contribute to the program activities. The baseline was designed according to the indicators. Reference indicators were collected on the situation of health, education and livelihoods of the adolescents in the impact area. Subsequently, the activities are implemented and progress is monitored regularly. To calculate effectiveness of the intervention, an evaluation is made. In the case of the municipality of Cochabamba, a mid-term evaluation was made because the implementation process is long time. Throughout implementation and finalization of the intervention, there is a reflection and learning, with the aim of improving future actions and effectiveness".

Fernando Cerezo. Coordinator of the AY Development Project, Municipality of Cochabamba

The following table summarizes the process of the activities to be conducted in this important phase:



Table 4: Methodological overview of Planning

Key objectives	Establish the process of implementation of the Model based on management planning strategies and guidance that respond to the effective needs of the population, through the design, the definition of objectives and organization of the team.	
Participants	<p>Direct stakeholders:</p> <p>a) The ones who participate in decision-making of the experience; the ones who implement (directors, coordinators and facilitators)</p> <p>b) The ones who contribute material, human or financial resources and who can be implementers at the same time (partners, allies and financiers)</p>	
Activities to be developed	Situational analysis	<ul style="list-style-type: none"> ▪ Stakeholder mapping ▪ Collection, organization and analysis of available documents about the topic. ▪ Definition of variables related to the problems or needs of the stakeholders which the activities seek to resolve. ▪ Definition of variables related to the expectations and perceptions regarding a new situation ▪ Study of context factors that limit or enable changes.
	Cross-sectoral baseline	<ul style="list-style-type: none"> ▪ Definition of the indicators to be measured ▪ Definition of the methodology and the strategy for data collection ▪ Construction of instruments for data collection: <ul style="list-style-type: none"> ▪ Community (AY), Health, Education, (public and private) commercial and productive institutions. Evaluation and analysis of the studies developed according to the target groups and the context; getting to know their expectations in the field of labor; knowledge, attitudes and practices in institutions of the labor, commercial and productive markets; spaces for interviews with AY, commercial and productive institutions (in the public and private spheres) ▪ Definition of the operational strategy of the studies, according to the technical requirements of the program/project. ▪ Construction of data collection instruments ▪ Fieldwork: collection of information based on the methodology established and systematization thereof in the productive and labor fields.
	Monitoring plan	<ul style="list-style-type: none"> ▪ Establish the monitoring and evaluation matrix in relation to the indicators, considering at least the type of indicator (impact, result, process), the goal, the data collection modalities, the period of data collection, the frequency, the persons responsible, etc.
Methodology	<ul style="list-style-type: none"> ▪ Meetings for strategic planning and decision-making. ▪ Distribution of responsibilities: Mapping of (public and private) organizations that work with AY. ▪ Socialization or presentation of the project to all organizations that respond to the interests pursued by the implementers. ▪ In the process for socialization or presentation of the Project, with the decision-makers who accept the Project. ▪ Consolidation of commitments (signing of agreements with partner organizations and allies), Organization of Work Plans of Partnerships and Alliances (Distribution of responsibilities among the bodies involved). ▪ Selection of Units for Interventions with AY. ▪ Interinstitutional coordination meetings with implementing partners for adjustment of the tools. ▪ Definition of the implementing team under the functional leadership of a project coordinator. 	
Materials and inputs	<p>Desk supplies: stationery, markers, tape, large sheets of papers</p> <p>Work materials: Project, study on employment and production, Reports, Evaluation</p> <p>Equipment: Computers, data show, phones, desks, tables.</p>	
Outputs	Planning, definition of objectives and goals, and work strategies	
Time	2 months	



4.2 Strategies with and for AY

This phase starts with the application of three training modules, within the framework of the continuous teaching-learning process. The training workshops are based on playful methodologies according to the targeted age group.

The Modules are: 1: Youth empowerment and entrepreneurship (Annex 6)

2: Sexual and reproductive health (Annex 7)

3: Economic entrepreneurship (Annex 8)

Within the framework of the access to the benefits of training workshops, the AY have to meet simple requirements, e.g. having covered 70% of the content of each Module, so as to ensure an ongoing understanding and education with a view to empowerment.

4.2.1 Personal empowerment

The first module is aimed at strengthening and consolidating personal skills that help clarify the individual value of every AY. With support from the adults, the idea is to ensure the visibility and consolidation of this value. In this sense, the idea is to strengthen the AY's self-esteem and self-confidence, enabling the practice of values such as persistence, commitment and responsibility.

This Module comprises 7 topics, starting from self-esteem to then advance to other topics so that the AY, based on self-love and self-appreciation, would take adequate decisions for their life and strengthen their "self", exercise leadership towards their peers and create youth organizations to propose plans and actions with success and security, and to exercise and practice their "voice". This Modules takes 12 hours, in accordance with a plan (Use of the training grid – Annex 9)

At the end of the first module, every AY is expected to have a Personal Development Plan (PDP) (Annex 10).

"The workshops are helpful because they train the AY who, with support from the facilitators, are engaged in constant learning and reflections. Upon conclusion of each module, the projects, the PDPs and the social and productive projects are prepared."



Focus group with Adolescents and Youth. Municipality of Oruro

The following Table details the different activities, their objectives and the methodology for implementation. However, based on extensive reading of the Module, it is possible to have a more in-depth insight into development of the different activities.



Table 5: Methodological overview of Personal Empowerment

Key Objectives	Empower the AY based on the strengthening and consolidation of their personal and leadership skills, with support from their social environment (parents, guardians and teachers)	
Participants	Direct stakeholders: Adolescents and youth aged 14 - 24 years	
Topics	TOPIC	CONTENT
	Self-esteem	Aimed at personal empowerment through the recognition of the AY's qualities and potential, valuing their physical and intellectual characteristics, their skills to share with others, their cultural identity and other aspects, through an individual and collective analysis and reflection to develop own resources of acceptance and trust that contribute to enhanced decision-making in their daily life marked by diversity and interculturality.
	Leadership	Aimed to know the characteristics of a leader and build these capacities in AY, encouraging the definition of goals and effective decision-making for the benefit of society.
	Self-determination	Promotes self-determination and adequate decision-making capacity, keeping in mind one's values.
	Business spirit	Helps the AY learn about the business spirit. The AY identify themselves with entrepreneurship and they strengthen their entrepreneurial capacities.
	Associativity	Aimed at the AY identifying the importance of associativity in all spheres of life and being able to conduct associative processes in their environment to attain their objectives.
	Youth protagonism and advocacy	Build capacities to strengthen youth protagonism and the AY's advocacy capacity.
	Personal Development Plan	The objective is to encourage the participants to value the importance of preparing Personal Development Plans during adolescence, analyzing their capacities and potential, consequences, advantages/disadvantages of decision-making and defining life goals through an individual analysis of their cultural, social, economic and political environment, with a view to designing a life plan that allows them to exercise their human rights and contribute to growth of the country.
Methodology	<ul style="list-style-type: none"> ▪ Consensus-building with AY on the timeframe, dates, times, etc., for the workshops. ▪ Organization and preparation of the workshops (training grid) ▪ Participatory workshops with dynamic and playful activities: Reflection and action. ▪ Individual preparation of Personal Development Plans ▪ Evaluation of knowledge of the Module 	
Materials and inputs	Desk material: large sheets of paper, markers, tape Educational materials: Methodological guide of the facilitator and of the participant, activity sheets, list of participants. Data Show (optional)	
Outputs	Personal Development Plan	
Time	12 hours (to be completed in different sessions. The recommendation is 3 sessions)	



4.2.2 Pre Incubation

In this phase, the AY are provided with conceptual tools for economic and social entrepreneurship through a training process in two Modules:

1. **Entrepreneurship in sexual and reproductive health** (social entrepreneurship)
2. **Economic entrepreneurship** (productive and labor-related entrepreneurship)

These tools generate solid knowledge to develop the AY's business spirit in the social and economic spheres, for the AY to be prepared for an adequate management of their sexual and reproductive health and for the AY to receive training in economic and productive entrepreneurship.

Pre Incubation is a key phase to provide training and consolidate knowledge through training processes. This process has to be systematic and sequential.

The AY start with Module 2, with a clear and precise content about SRH. The AY are then strengthened to take decisions about their sexual and reproductive life, assuming their rights and responsibilities with a view to application in social entrepreneurship projects. Therefore, the result expected upon conclusion is to have Social Projects prepared in groups of organized AY (Annex 11, Social Project form). The application of this module takes 24 hours.

The following table gives an overview of the structure and content of Module 2.



Table 6: Methodological overview of the implementation of Module 2

Key Objectives	Provide the AY with conceptual tools for recognizing the difference between sex and gender, keeping in mind important topics such as violence, gender equality and inequality and care in sexuality. It allows the young people to take part in an exploration of their body and feelings, so they could take assertive decisions as regards their family and school future. The health area includes Sexual and Reproductive Rights and the obligations one has to assume when forming a new family.	
Participants	Direct stakeholders: The persons who receive the benefits directly, the AY	
Module 2. Entrepreneurship in sexual and reproductive health (social entrepreneurship)		
Training Activity in:	TOPIC	CONTENT
	Sexuality and self-care	Inform about sexuality, develop and/or strengthen decision-making and self-care practices in SRH through a pleasant, healthy and responsible sexuality based on respect and autonomy in the relationship between men and women. j
	Gender	Reflect on and rescue wisdom and prior knowledge about the social construction of gender.
	Teen pregnancy and second pregnancy	Value the importance of the adolescents taking responsible decisions about their own body in the fields of sexuality and reproduction, as part of the construction of their life plans, identifying situations in which they are exposed to unplanned pregnancy, the consequences thereof, the decision to have sexual relations or not and when, through a group discussion and reflection with a view to planning life goals, keeping in mind the prevention of teen pregnancy.
	Contraceptive methods	Value responsible decision-making as regards sexual and reproductive health: acknowledge that the use of contraceptive methods in sexually active persons is a means of prevention for birth control. The knowledge is further deepened through group investigations about the characteristics and availability of contraception in the health system, through pharmacies and health centers, which is helpful to plan the use of contraception and prevent teenage pregnancy.
	Sexually transmitted infections	Aimed at improving the AY's knowledge about the characteristics and transmission of Sexually Transmitted Infections (STIs) and HIV/AIDS. Based on this knowledge, develop a sense of individual, family and communal responsibility for the prevention of STIs and HIV/AIDS, and a sense of solidarity with persons living with HIV/AIDS within the framework of our Sexual and Reproductive Rights
	Violence	Promote knowledge about gender-based violence among youth and the prevention thereof
	Sexual and reproductive rights	Promote social entrepreneurship and equip AY with the necessary tools which they can use for the benefit of themselves, the community, society, etc.
	Formulation of projects in SRH	Prepare a social project profile for implementation.
Methodology	<ul style="list-style-type: none"> ▪ Consensus-building with the subjects of the training, define dates, times, etc., for development of the events (workshops). ▪ Organization and preparation of workshops (use of the training grid) ▪ Participatory workshops with dynamic and playful activities: reflection and action. ▪ Preparation of social projects ▪ Evaluation of the knowledge of Module 2 ▪ Definition and organization of groups of AY interested in entrepreneurship in SRH. 	
Materials and inputs	<ul style="list-style-type: none"> ▪ Desk material: large sheets of paper, markers, tape, colored paper, cards, prefabricated worksheets ▪ Educational material: Video for reflection, Methodological guide of the facilitator and of the participant ▪ Data Show (optional) 	
Outputs	Social projects	
Time	24 hours (to be completed in different sessions, the recommendation is to have 6 sessions)	



It is important that as part of the training provided in this Module, one of the special topics covered is training in the methodology called “Adolescent Defined Quality – ADQ” (see description in the footnote on page 14) which is based on SCI’s past experiences and successful implementation.

This methodology encourages a constructive dialogue between service providers and AY. To put this methodology into practice, it is important for the HCs to have a space administered by the organized AY. In past experience, these were the spaces where the youth organizations were consolidated and strengthened, e.g. the so-called Youth Zones.

By way of example of the process for implementing this aspect of the Model, the Annual

Report 2014 of the Project “In my present and my future, the decision is mine” (p. 28) says that: “In the municipalities of Oruro, Sucre, Santa Cruz and Potosí, public institutions and health centers have been identified to work on this topic and the people in charge of these centers have been invited to the workshop for transferring the ADQ methodology. Eight persons participated actively. In the Municipality of La Paz, “activities have started with the health centers of the Senkata Network, through the distribution of information banners to be placed in a visible place and by informing the community of this methodology, aimed at promoting the existence of and access to these spaces”.

The functional ADQ model is:

Graph 4. Structure of the ADQ methodology



Source: SCI Bolivia



The next step is the implementation of Module 3 which provides the AY with key elements to plan their future life, with priorities, capacity in accountability and particularly the establishment of alliances.

In the economic sphere, the AY learn to calculate revenues and capital expenditure, to study markets for their production, and they also learn about labor rights and other aspects related to production, commercialization and business. The time invested in this Module is also 24 hours. The module ends with the development of Business Plans (Annex 12, Business Plan Form) as a group and Employment Plans individually (Annex 13, Employment Plan Form).

“If we are here, then that is because we choose to be here, to be trained. After the training, we present a project. The training was organized in three modules: empowerment, sexual health and business initiatives.

The methodology encouraged us to participate. At the end of the training, there was a recapitulation with the “cush”, i.e. a ball to ask questions.”



Focus group with leaders from the Joven Bolivia school, Municipality of Santa Cruz de la Sierra

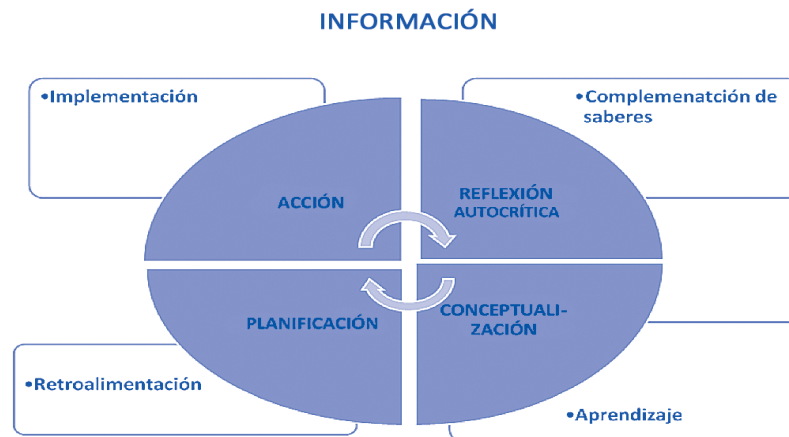
The implementation of this Module is described below, in Table 7:

Table 7: Methodological overview of the implementation of Module 3		
Key Objectives	Provide the AY with conceptual tools so they would recognize the socioeconomic environment in which they live and so they could observe their possibilities towards the future, analyzing their current economic situation and their job probabilities. The economic – labor area includes financial education and possible self-employed initiatives.	
Participants	Direct stakeholders: The persons who receive the benefits directly, the AY	
Module 3. Economic entrepreneurship (productive and employment)		
Topics	Financial education	Aimed at providing the AY with tools to develop basic knowledge in them about the importance of financial topics in their lives, with the purpose of their becoming aware of the importance of planning the way in which they will earn an income for their future life and for them to know the options they have in this sense.
	Labor rights and employability	Aimed at the AY knowing their Labor Rights and for these rights to be respected in their jobs. It also provides knowledge about aspects of Employability to identify the factors determining insertion into the labor market.
	Employment plan	Provides the AY with tools to recognize opportunities of the labor market, with the aim of guiding AY in the definition of their goals and activities. The plan helps enable their insertion into the labor market. Preparation of the (individual) employment plan.

	Market potential	Provides knowledge about the links between business and the market so that the AY would develop business initiatives that are pertinent for the needs of their context.
	Business plans	Provides basic knowledge to propose ideas of a profit-making occupation and develop a Business Plan (group-based, 18 AY).
	<p>Competition, selection and access to financing for social projects, business and employment plans.</p> <ul style="list-style-type: none"> ▪ Issuance of the call for competitive funds ▪ Guidance from the cross-sectoral committee ▪ Review of projects and plans ▪ Technical assistance for the project and declaration of winners <p>The purpose of these activities is encouragement, aimed at putting the proposed projects and plans into practice, following an evaluation process.</p>	
	<ul style="list-style-type: none"> ▪ Consensus-building with the subjects of the training on dates, times, etc., for the events (workshops). ▪ Organization and preparation of the workshops ▪ Participatory workshops with dynamic and playful activities: reflection and action. ▪ Preparation of Business or Employment Plans ▪ Evaluation of the knowledge acquired under Module 3 ▪ Call for competitive funds ▪ Definition and organization of groups of AY interested in Economic Entrepreneurship. 	
Materials and inputs	<ul style="list-style-type: none"> ▪ Desk materials: large sheets of paper, markers, tape, colored paper, cards, prefabricated worksheets ▪ Educational material: Video for reflection, Methodological guide for the facilitator and the participant ▪ Data Show (optional) 	
Outputs	Business or Employment Plans	
Time	24 hours (To be completed in different sessions; the recommendation is to have 6 sessions)	

In the setting of the training process based on the modules, it should be noted that the pedagogic method is based on the “Active Inter Learning Circle” (Brown, 2003).

Graph 5. Learning cycle
INFORMATION



Source: Assessment and Situational Analysis of the Project “In my present and my future, the decision is mine: A project with adolescents”



“(...) it triggers and enhances the dynamism of the exchange of the information generated during implementation; it encourages a reflection, i.e. with contrasting, comparisons and analyses; it conceptualizes contents, it produces lessons learned and recommendations as feedback for the next cycle.”²⁸

Likewise, this phase includes the peer-to-peer strategy, in which AY leaders are identified to act as replicators and train their peers.

According to the interviewees, the training phase was characterized by its participatory nature, with the AY being the protagonists of their learning. Moreover, using the different techniques and tools that are part of the methodology, it was possible to conduct the cycle mentioned above.

“The participatory nature of the learning in the workshops, the activities, the games and the reading helped us learn more about these topics.”

Youth Zone – Replicators. Municipality of Oruro

“It is based on reflection, action and participation of the participants, keeping in mind the learning cycle and the protagonist role of the individual. The participants learn useful concepts and are empowered through participation. They participate in a reflection and apply the learning in their lives”.

Fernando Cortez. Project implementation officer.
“In my present and my future, the decision is mine”.
Municipality of Santa Cruz de la Sierra

Taking into account the urban and sociocultural characteristics of each municipality in which the Model was implemented, the necessary

adjustments were made according to the particularities of the context aimed at facilitating an adequate understanding by the AY, with respect for the cultural identity of each region. In other words, the modules are adapted to the context according to the singularities of different geographical spaces, which enables replicability.

“We worked with the three modules we received. In some cases, we adapted the material, innovating with visual resources – tables, fact sheets, etc.-, in order to enhance understanding by the AY.”

Cristy Benegas. Facilitator. Municipality of Santa Cruz de la Sierra

Finally, as part of the Pre Incubation phase, there is the incentive of the **Competition, selection and access to financing**, which was based on a “Call for competitive fund applications” (Annex 14). In this regard, all projects and plans proposed and developed by AY can take part in a competition and an evaluation process, followed by the start-up or actual implementation of the ones approved.

The evaluation is the responsibility of the Cross-sectoral Committee set up in each municipality. The Committee members are key stakeholders, decision-makers from the health and education sectors, from partners as well as others such as AY leaders representing the participating schools, as well as indirect stakeholders such as institutions allied to the project and who reacted positively when being invited to participate.

²⁸ Save the Children International (2003). Assessment and Situational Analysis of the Project “In my present and my future, the decision is mine: A project with adolescents”





Cross-sectoral Evaluation Committee, Santa Cruz de la Sierra

Other participants in this activity are: representatives of School Boards, Neighborhood Councils, Parents, Youth Organizations, Student Organizations, etc. They can participate in the process provided they agree with the processes to be followed. In order to rate the plans and projects submitted under the competition, the Cross-sectoral Committee uses previously designed instruments to check compliance with the requirements of the competition. (Annexes 15, 16 and 17: Overview of Plans and Projects submitted under the different calls, Matrix for Evaluation of the Proposals Submitted by Youth, and Minutes on the declaration of winners, respectively.)

The committee meets to select the winning Projects, based on an evaluation thereof followed by the declaration of winners. The entire process is based on consensus-building. In one of the phases, the young people can verbally defend and show their commitment to their proposals, clarifying their objectives and, more than anything else, showing their capacity to defend their proposals.

The most important evaluation parameters in the competitive fund are:

1. Have participated in at least 70% of the training sessions
2. Be organized in youth groups (mixed, men and women)
3. As regards the business and employment plans, the plans have to respond to the municipal Market Study that was developed, ensuring consolidation and sustainability of the different enterprises over time²⁹.

It is important to underline that the winning productive business and employment plans participate in a technification process in a certain area of work, which is consistent with the topic of their initiative, with the purpose of improving the proposed product or service for introduction to the market. On the other hand, the idea is to build capacities so the AY could access jobs. (Annexes 18 and 19: Identification and follow-up of Projects and List of the fields of technification, respectively.)

4.2.3 Incubation

The aim of this phase is to put into practice the winning initiatives of AY and ensure leadership in action by organizing the projects in three groups – i.e. social, productive and labor -, based on the AY's decisions, vocation and interest. This way, they will learn to comply with the commitments taken on to access funding and plan their time between school and their business activities, and particularly to be responsible and exercise leadership and youth in action. (Annex 20 AY Project Report. They have 6 months).

The Projects submitted to the competition have to meet the following requirements:

²⁹ Save the Children International in Bolivia. (2014). Annual Project Report "In my present and my future, the decision is mine: A project with Adolescents"



a. Social Projects (Social Incubator), which focus on the promotion of Sexual and Reproductive Rights among peers and with their environment, as mentioned before. These projects are designed in group, e.g. by the youth organization (each group has to be made up by 14 persons at the most). These projects focus on ensuring ownership of SRH topics, particularly to transmit the knowledge acquired to peers through innovating events prepared at the initiative of the AY. The projects receive technical assistance to ensure quality of the knowledge and the transmission of truthful information to the final beneficiaries.



AY organization developing its social project, Oruro.

b. In the Business Plans (economic incubator), the content has to focus on micro enterprises. The proposals are prepared by youth organizations (with a maximum of 18 AY), and if they win they receive support prior to implementation, training in technification according to the work area of the project, financial education and coaching and technical assistance during implementation. The technification approach is aimed at the AY developing a business approach for their initiative and making a profit.

The approved Social Projects have to be connected to spaces for deliberation, participation and representation on the municipal, departmental and national levels.

During execution of the social initiatives, there is a clear change of attitude among the AY as well as a trend for the AY to take on responsibilities towards their communities and take part in solving social issues. Besides having to account for their activities, report on progress and participate in evaluations with the Cross-sectoral Committee, links, a communications channel and a dialogue are established between the AY and the duty-bearers (authorities).

“The projects conducted by the AY reflect the learning and the sensitivity they have developed. They show their commitment to the community because they want to carry out projects to change habits, negative attitudes and especially the poverty affecting the zones where they live.”

Ana Choquehuanca and Julio Ponce, Health Officers GAMEA.

Municipality of El Alto

c. The Employment Plans (economic incubator), focus on business internships. The projects are presented individually. If they are approved, the winners will be benefited also with technification followed by an internship in urban private or public institutions so they could work as “interns” and, following an evaluation by the institutions, maybe be hired as permanent employees. This component worked with the “My first decent employment” program and the Employment Support Program in partnership with the Ministry of Labor and the job agencies on the municipal level.



Regardless of whether the AY are inclined to social projects, business plans or employment plans, they all receive technical training during implementation and follow-up.

The AY who are not interested in any of the developed areas will receive support to access scholarship programs so they could study at university or technical institutes depending on their academic interest.

The Table below summarizes the activities conducted within the framework of the initial training in entrepreneurship for full AY development (Incubation).

Table 8 shows the methodological overview for the activity implementation process in this phase.

Table 8: Methodological overview of implementation of the Incubation

Key Objectives	Accomplish that the AY exercise leadership based on the implementation of their initiatives, building capacities and skills to ensure compliance of the commitments taken on to access funding, planning times for implementing their business initiatives and learning to take responsibility for their actions.	
Participants	Direct stakeholders: AY aged 14 to 24 years.	
Content	Social incubator (Sexual and reproductive health)	Specific objective: Implement initiatives in sexual and reproductive health through the application of concepts in SRH, favoring the ownership of concepts and the replication thereof among other AY.
	Technical assistance is provided in the following areas during execution:	
	<ul style="list-style-type: none"> ▪ Conceptual reinforcement ▪ Social management of projects in SRH ▪ Shared leadership ▪ Sustainability and alliances ▪ Quality management ▪ Monitoring 	
	Outputs:	
	Economic incubator (Livelihoods)	Specific objective: Implement the business plans, with sufficient information so as to reduce the possibilities of failure and consolidate the experience for future and larger-scale business initiatives. This is based on the adequate management of productive initiatives and the application of concepts related to planning, financial management, the organization of times, prioritization, the establishment of alliances, etc. On the other hand, the labor plans aim to consolidate technical skills to ensure links to employment, skills for employability with a view to income generation and livelihoods.
	There are technification courses by area or field of specialization:	
	<ul style="list-style-type: none"> ▪ Productive ▪ Labor ▪ Business internships ▪ Monitoring 	
	Output:	
	<ul style="list-style-type: none"> ▪ Business implemented 	



Methodology	<p>Implementation of Social Projects:</p> <ul style="list-style-type: none"> ▪ Internal organization of the group ▪ Definition of activities and timeframe ▪ Links with the key stakeholders of the municipality, the departmental government and other key entities ▪ Training workshops, fairs, events for mobilizing peers and other direct beneficiaries (depending on the project). <p>Implementation of business plans:</p> <ul style="list-style-type: none"> ▪ Internal organization of the group ▪ Definition of activities and timeframes ▪ Technification ▪ Implementation of the business ▪ Business internships ▪ Follow-up and monitoring
Materials and inputs	<p>Desk materials: Large sheets of paper, markers, tape, colored papers, cards, prefabricated worksheets</p> <p>Educational material: Methodological guide of the facilitator and of the participant</p> <p>Data Show (optional)</p>
Outputs	<p>Health projects implemented with quality</p> <p>Business plans and employment plans implemented with quality</p> <p>Youth groups consolidated</p> <p>Visible youth leadership</p>
Time	6 months

4.2.4 Connections and links

Part of the efforts to ensure sustainability of the Model consists in ensuring connections to encourage continuity of the youth business initiatives. On the other hand, there is a focus on strengthening the youth organization so their value would be recognized by their immediate environment.

The process for implementing plans and business initiatives ensures connections with the duty-bearers who define the actions which they are obliged by law to carry out for the AY. In this case, the youth groups participated in formulation of the National Youth Law and the National Youth Plan, which is the framework within which they now focus on advocacy.

Thanks to the opportunities offered by the Model, there is evidence of the AY displaying personal empowerment and assuming a

protagonist position to transform their personal and social reality, with a positive future outlook and with the AY having tools to develop their creativity in the preparation and implementation of their social and productive proposals. As mentioned by one of the stakeholders:

“The adolescents have a positive outlook to plan their future. In their social and productive projects, they show the maturity and growth they accomplished”

René Dávalos, Principal of the Victorino Vega school. Municipality of Sucre

The other level of connection is the productive sphere. Once the business venture has started, connections to labor or productive markets are built. Thus, the technified AY are linked to markets to sell their products in a sustained manner. And they are linked to labor markets to ensure their employability.



The aim of the productive or business projects is to provide the AY with an alternative to generate an income and build personal capacities for their business initiatives. The technification encourages improvement of the developed products, thus benefiting their incorporation into a fixed market.

“The winning AY are trained in a certain area and then replicate what they learned among their peers, with support and follow-up from the partners and committees. As part of the employment plan, the technification takes approximately 5 months, in the topic of their choice. They are linked to broader topics of employment and they also receive assistance to access job agencies and companies for internships. There are links with the Employment Support Program and the My First Decent Employment Program.”

Mariela Fernandez, Coordinator of the Project with Italy. Municipality of La Paz

Through the process for implementing the plans and projects, the AY are connected to a livelihood for their economic development.

“I was trained during 3 months in jewelry making with the Bulgari Project. After that, I further perfected my technical skills during 2 years in the Association of Young Artisans which was set up as part of the Bulgari project. The technical training I received, has helped me and now I am working as a Teacher in the Project. I teach quality artisanal jewelry making techniques for which I am paid as a consultant. And I also make and sell my own jewels. I am building a market for my products, adapting to my customers’ requirements. My customers are from the rural and urban areas. With my income, I help my family and I pay for my studies in business administration”.

Amílcar Patty, Jeweler and Stone-cutter. Former student and current teacher of the Bulgari project. Municipality of La Paz.

Table 9 contains an overview of the procedure and the different steps to implement this phase:

Table 9: Methodological overview to implement the 'Connections and Links' phase	
Key Objectives	<p>Generate sustainability of the model by encouraging continuity of the youth businesses (in the social and economic spheres) and by strengthening the youth organizations so they would be recognized in their immediate environment</p> <ul style="list-style-type: none"> ▪ Connections with duty-bearers ▪ Connections to the market for the business initiatives ▪ Connection to the labor market ▪ Connection of organized AY to social and political networks and platforms for exercising their social and economic rights
Participants	Direct stakeholders: the AY and the Organizations of AY in a social and economic environment (production or employment)
Activity regarding connections:	<p>Development of a connectivity strategy focused on sustainability of the Model:</p> <p>Connection to social and political platforms</p> <ul style="list-style-type: none"> ▪ Integration of youth organizations into municipal/departmental youth councils and existing platforms <p>Connection to networks of labor and productive markets.</p> <ul style="list-style-type: none"> ▪ Evaluation of Plans and Projects (social and productive enterprises) ▪ Follow-up of the connection to markets ▪ Links to sources of financing ▪ Follow-up of insertion into the labor market and jobs



Methodology	The AY organizations with social projects are connected to existing AY platforms in the local and national spheres with a view to advocacy. Through the analysis of expectations and the labor and productive market study, adequate connections are identified. Thus, the organizations with economic projects are connected to production/commercialization chains or to companies where they may access jobs.
Materials and inputs	Studies conducted previously Evaluation form Follow-up form Database of youth networks and platforms
Outputs	Insertion into the labor market Connection to productive markets Youth networks in the social sphere
Time	5 months

4.2.5 Strengthening of youth participation

In the Theory of Change of SCI, “be the voice” is one of the fundamental pillars for enforcing HRs. In this sense, the Model proposes to work around this strategy by strengthening the AY with a view to advocacy.

The purpose is to make sure that the AY’s voice is heard, particularly of the AY in a situation of marginalization, disadvantage or poverty. Their voices are heard through the AY who have been empowered through the intense efforts during Pre Incubation (training), when they became leaders and when creation of the youth organizations started. Therefore, having a voice supports effective implementation of the best practices, programs and policies, taking advantage of the available knowledge to ensure a large-scale and sustainable impact and influencing public policymaking.

This requires encouraging the active participation of leaders of youth organizations in bodies of deliberation, representation and participation with a view to influencing public policymaking. This process has to take place on the level of each municipality, aimed at generating a national platform with capacities and skills to exercise influence also on the national level.

“Through the advocacy efforts, sustainability is encouraged. This way, the children open up to their environment, looking towards the markets, participating in fairs and economic activities. In the social sphere, they establish contacts with the councils and they participate in bodies for youth representation to exercise leadership and for advocacy. Thus, the youth organizations enforce their rights and ensure openness of the AY to their environment.”

Mariela Fernández, Coordinator project with Italy. Municipality of La Paz

In every municipality where the Model was implemented, Youth Organizations were set up with the participating AY, aimed at strengthening collective empowerment of the members, so they would become effective rights-holders and generate opportunities for themselves and for their peers as regards SRH, employment, education and other topics.

In order to foment the youth participation and protagonism proposed by the Model, from the very beginning, when the organizations are set up, the intention is to connect the AY with Municipal Youth Councils or other representative organizations in the context (on the municipal level). These mechanisms for youth participation



promoted as part of the Model are laid down in the Youth Law. These activities are conducted in a democratic manner in order to ensure a legitimate and legal leadership.

There is also a focus on connections to youth platforms as an opportunity for the AY to submit proposals, and discuss and channel their demands as partners so their voice would be stronger and have greater influence.

On the other hand, the active involvement of the AY in different decision-making spaces is a manner to identify the development of their potential in topics related to advocacy. This element is also promoted as part of the Model.

“One of the conclusions is that through this project, the AY develop skills to participate in advocacy actions, to know more about youth laws, to issue opinions regarding the preparation of laws and to build a social organization with local presence.”

Sara Machaca, Assistant of the Project “In my present and my future, the decision is mine”, Municipality of Potosí

The approach consists in the AY being the voice, which is why it is important to strengthen their capacities and skills so they would make their voices heard in advocacy actions towards the municipal governments, the departmental governments, ministries and other institutions. This is done by strengthening the Municipal Youth Councils, strengthening the AY’s organizations and by developing and implementing youth advocacy strategies to enforce the laws and regulations in effect on the national and municipal levels.

Table 10 below gives an overview of the procedure in this field of action.

Table 10: Methodological overview of the actions to strengthen youth participation	
Key Objectives	Encourage the active participation of leaders of youth organizations in deliberation, representation and participation bodies with a view to influencing public policymaking (advocacy).
Participants	Direct stakeholders: leaders of AY organizations and associations
Activity	<ul style="list-style-type: none"> ▪ Strengthening of youth organizations based on the definition of their vision, mission, objectives and timeframes. ▪ Articulation to spaces for deliberation, representation and participation with a view to advocacy ▪ Negotiation with public authorities (municipalities, departmental governments, ministries and other institutions) ▪ Advocacy (municipalities, departmental governments, ministries and other institutions)
Methodology	Training workshops, forums, work groups, meetings Communal mobilization
Materials and inputs	Laws and regulations
Outputs	Advocacy plan (Annex 21)
Time	Crosscutting activity



4.3 The strategy with parents

This strategy was conceived in the sense that the AY are not alone in their context and that their physical and emotional development depends on their environment.

4.3.1 Capacity-building of the parents so the families would support the AY

The family group gives the necessary affective, conceptual and moral support to the AY so the

latter could develop their business initiatives and in order to strengthen bonding.

This is done through a training process, using a tool developed in this sense which is called the “Parent School” (Annex 22). The process takes approximately 12 hours of formal training, which takes place simultaneously to the Strategy “With and For AY”.

Table 11 gives a detailed overview of how this strategy is implemented.

Table 11: Methodological overview of the activities for capacity-building of the parents in support of the AY	
Key Objectives	<p>Strengthen a reflection among the fathers, mothers and/or guardians in order to encourage self-recognition and improve the relationships and communications within the family as well as to support the AY’s Personal Development Plans.</p> <p>Develop a personal experience that enables the person to identify his/her prior family conditions and establish a projection regarding the family (s)he would like to and can have.</p>
Participants	Direct stakeholders: fathers, mothers and guardians
Activity	<p>Parent School</p> <ul style="list-style-type: none"> ▪ Support for self-esteem, self-determination in the children; encouragement of youth leadership and protagonism. ▪ Communication and a dialogue with the children (assertive communication) ▪ Positive discipline <p>Targets the fathers, mothers or guardians so they could identify the communication skills needed for assertive relations within the family, recognizing that they need to strengthen relations within the family so that the family members would show their feelings and plan their daily life within the framework of human rights.</p>
Methodology	<p>Participatory training workshop</p> <p>Reflection and action</p>
Materials and inputs	<p>Desk material: Large sheets of paper, markers, tape, colored sheets, cards, prefabricated worksheets</p> <p>Educational material: Video for reflection, Methodological Guide</p> <p>Data Show (optional)</p>
Outputs	Adults responsible for the process of affective, emotional and behavioral development of their sons and daughters, who work on their tolerance to frustration and who are responsible for building a balanced process towards formation of a stable family.
Time	12 hours (To be completed in different sessions. The recommendation is to have 6 sessions)





Parent School in the José María Linares School, Municipality of Potosí



Throughout the implementation process, the fathers, mothers and guardians are involved to endorse participation of the AY in the process (letters of endorsement), to witness the competitive fund process and to evaluate performance of the business initiatives together with the authorities.

This strategy is based on development of a “Parent School” that focuses on the same topics as the courses for the AY though in a more synthetic manner, and adapted to the language and needs of the parents.

4.4 The strategy with duty-bearers

This strategy is fundamental for development and sustainability of the model, since the AY belong to a consolidated urban social structure and therefore depend on the political and regulatory environment and the key stakeholders therein, i.e. the municipal government, the departmental government and representatives of the ministries on the national and departmental levels.

4.4.1 Advocacy and engagement of duty-bearers

This is related to the role to be fulfilled by the duty-bearers, who generally have an adult-centered vision and who distrust youth. The first group of adults identified in this sense is the local authorities, governors, mayors, health personnel, personnel of the education and labor sectors, personnel of the ombudsman’s offices and other institutions, etc. The purpose is to achieve their active support in application of the AY’s initiatives.

The second group is made up of the Interinstitutional Committees, which are also trained (strengthened) in almost the same content as that developed with the AY and detailed in the Pre Incubation and Incubation phases, but adapted to the type of population (adults). The purpose of this activity is to ensure involvement in implementation of the AY’s social and productive initiative, hoping that they would identify with the AY’s achievements.

Thus, within the same spirit as that of the work with AY and institutional staff, the committees will also support the AY’s business initiatives. And



the AY will have this additional channel to help facilitate their business ventures.



Interinstitutional Qualification Committee,

The institutional personnel has an important role in implementation of the Model in view of its capacity acquired in comprehensive activities with the AY (training) and also because of its commitment. For example, in the field of education, the teachers and principals of the schools have to take on a role of support in preparation and implementation of the AY's business initiatives in the social and productive fields.

The implementation of this component is summarized in the table below:

Table 13: Methodological overview of the implementation of advocacy and the engagement of duty-bearers	
Key Objectives	Strengthen the capacities of institutional personnel from the AY's environment so they would provide political and social support for the AY's business initiatives and break through the existing distrust. Strengthen the AY's capacities regarding advocacy within the framework of participation and citizenship, around SRH and the access to employment.
Participants	Indirect Stakeholders: The stakeholders whose actions and decisions influence the experience (municipal, departmental and national institutional personnel)
Training in:	On the political level (decision-makers on the municipal level and in the health sector / information and updates of laws and regulations) Training in: <ul style="list-style-type: none"> • Youth leadership and protagonism • Social and productive entrepreneurship • Sexual and reproductive health • Gender and gender-based violence • Personal Development Plan (PDP) • Adolescent Defined Quality (ADQ) • Youth Law
Methodology	Participatory training workshop Community mobilization
Materials and inputs	Desk material: Large sheets of paper, markers, tape, colored papers, cards, prefabricated worksheets Educational material: Methodological guide Data Show (optional)
Outputs	Adult involvement according to implementation of the AY's social and productive initiatives, with the hope that the adults would also take ownership of the AY's achievements.
Time	Activity that cuts across the activities to strengthen participation



III. ESSENTIAL ELEMENTS

The elements mentioned below are essential actions in implementation of the Model, since they help accomplish the objectives.

1. Associativity

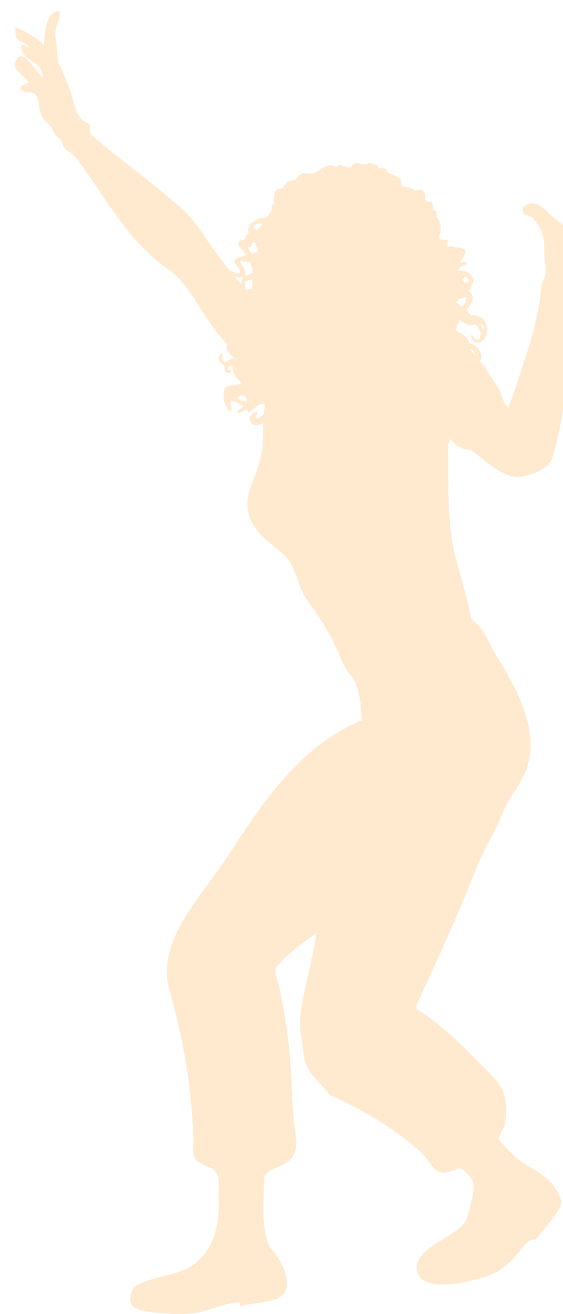
Within the framework of the Theory of Change, the Model proposes to create partnerships and alliances, aimed at joint development of the Project. In this sense and as mentioned, the projects for implementing the Model and achieving the objectives were carried out in partnership with NGOs and foundations and in alliance with higher-level bodies such as departmental and municipal governments.

Associativity and the links with public entities on the Central, Departmental and Municipal levels and with schools and health centers, private entities such as NGOs, technical training institutes, universities and youth organizations, generate sustainability and strategic collaborations in order to achieve the objectives.

2. Sustainability

In order to ensure sustainability, the Model suggests deep and motivating training, so the AY would be able to acquire new attitudes, behaviors and particularly commitment. There is a need for full convincement of what the participants learned. The change achieved in the AY is a sign of sustainability. Likewise, ownership of the Model and application thereof by the partner NGOs and allied institutions also help ensure programmatic sustainability.

By way of example, in the different municipalities where the Model was implemented different actions have been taken to encourage sustainability. One important element in this process was that the Model was transferred to the Municipality of Santa Cruz de la Sierra through the departmental government. Besides supporting implementation of the Model, the departmental government adapted the model for replication in other municipalities, using the departmental government's



model in order to broaden coverage and advocacy among the AY.

“The work with Save the Children is positive compared to the work with other institutions because they use a positive and practical methodology, with greater youth participation. A good symbiosis was achieved; we are open to programs related to employment and we need allies to do so. Once Save the Children trained us in the methodology, we started implementing the compressed version. You can see a change of attitude among the young people. There are also activities with the parents and with the district directorates as allies. We have learned a new methodology that is adapted to different realities; there is a greater participation of the young people in the workshops, they have been empowered and they have very good ideas within a spirit of leadership and aimed at transforming their lives.”

Suarez, D. and Calderón, W. Youth Directorate. Departmental Government. Municipality of Santa Cruz de la Sierra

“In Santa Cruz, we didn’t think we would have the impact we actually had with the departmental government; they asked us to expand the project (...), evidence is being generated, (...), that it is essential to work around insertion into the labor market in poor peri-urban areas in order to generate a deeper impact.”

William Zabaleta, National Coordinator of Livelihoods. SCI - Municipality of La Paz

Furthermore, in the case of the departmental government working with the Municipality of Potosí through the Directorate of Gender and Generation, social projects for youth were financed with the budget, after seeing that the AY’s initiatives responded to their needs and were innovating.

“Since the departmental government is part of the Cross-sectoral Committee, it had to choose a certain number of winners who would access funding of the competitive fund following an evaluation of the youth projects. This means that there was no financing for other projects. So the Departmental Government decided to finance the other projects with its budget of social projects of the AY, based on the content of the proposals.”

Sara Machaca. Implementation assistant. Municipality of Potosí

3. Compliance of the indicators

Obtaining achievements is a determinant of success. The Model proposes to reach a certain number of Results and Indicators, which can be modified according to the AY’s needs identified through the CASP methodology. The response to the identified needs is through the training provided under the Modules, which can be adapted and modified as well. Table 14 shows the Results to be obtained through the Indicators. The Indicator on planning is the one proposed by the implementers. Annex 23. Example of Indicators of the Project “In my present and my future, the decision is mine”.



TABLE 14: Results and Indicators of the Model to be complied with

Description
Result 1: Empowered AY have a Personal Development Plan in SRH and for Productive or Labor Development.
1.1 No. of AY who formulate their Personal Development Plan
1.2 No. of organized AY who formulate their business initiative in SRH
1.3 No. of youth organizations set up
1.4 % of AY who exercise at least 3 positive self-care practices, with an emphasis on SRH (HIV, pregnancy and GBV)
1.5 No. of organized AY who have Productive Plans in response to demands of the productive and labor markets
1.6 No. of organized AY who have Employment Plans in response to demands of the productive and labor markets
Result 2: Organized AY execute productive/labor initiatives and initiatives in SRH with quality and promoting their local leadership
2.1 No. of projects in SRH implemented with quality
2.2 No. of productive initiatives executed according to quality criteria
2.3 No. of micro enterprises linked to the market and/or sources of financing
2.4 No. of AY linked to job agencies (Ministry of Labor)
2.5 No. of AY linked to sources of employment
Result 3: The parents, municipal institutions/authorities and health centers support the AY's Personal Development Plans
3.1 % of fathers and mothers trained within the framework of the Parent School strategy who support the socioeconomic process of their children
3.2 No. of business initiatives with support and participation of the parents (80% of the total)
3.3 No. of institutions (public authorities) involved in productive or employment initiatives and/or projects in SRH of the AY who were trained and involved
Result 4: The youth organizations have capacities and advocacy mechanisms to demand their economic rights and their rights in sexual and reproductive health
4.1 No. of action plans of municipal governments that favor the exercise of the AY's economic, sexual and reproductive rights
4.2 No. of municipal youth councils (or other bodies for participation, representation and deliberation) with participation of youth organizations
4.3 No. of Health Services that provide services with quality, with the gender approach, with communal participation and interculturality
4.4. No. of friendly spaces promoted and implemented among youth organizations and healthcare entities

4. Shared leadership

In order to strengthen leadership among the AY, in the understanding that the vision and perspective of a leader comprise the formation of values and new conducts, so they would engage in topics to improve their living quality, the Model proposes to work with them on shared leadership, so that with their own strength combined with the strength of other AY, they would take on responsibility for their actions. This union is an incentive for the group collaboration assumed by

all members of a team, in which each member has value and responsibility for his/her actions and towards the group.

In order to work on this element, it is necessary to encourage the creation of youth groups that are capable of proposing alternatives in their context, based on the execution of proposals and advocacy efforts to strengthen the initiatives in the field of SRH and employability for the benefit of the AY.





Youth Organization JOLISACRUZ (Youth Leaders in Santa Cruz), electing their board / 2014

phase (Pre Incubation), aimed at promoting a culture of excellence and responsibility among the AY. In light of this cause, they will design their Plans and Projects knowing that their products will be measured based on the compliance of quality criteria. In this sense, simple instruments have to be designed with basic compliance criteria.

In the case of the implementers, there is also a need for instruments to measure the quality of execution in the different phases. By way of example, the following phase shows a list of quality parameters to be complied when implementing the productive initiatives and the employment plans, which will be included in forms. The results and impacts will be documented with this systematic and continuous information.

5. Quality management

Quality management has to be present throughout the process for implementation of the Model and this aspect has to be considered by both the implementers and the AY beneficiaries.

With the AY, quality management has to be present constantly and particularly in the training

“For monitoring the productive and employment-related initiatives, there is a process to demonstrate the quality of execution based on the established parameters...”

Carla Ochoa. Livelihoods Officer, SCI-Bolivia

TABLE 15: Checklist of quality of implementation of the Productive Initiatives and Employment Plans executed by the AY

QUALITY PARAMETERS	
IN PRODUCTIVE INITIATIVES	IN EMPLOYMENT PLANS
<ul style="list-style-type: none"> • Does the Project have a business plan focused on the market? (market study and/or specific diagnostics) • Have you received specialized technification and have you transmitted your knowledge to your team? • Is the knowledge replicated with the people responsible for production? • Are the products and/or services developed in accordance with the business plan? • Is there a register of customers and/or buyers? • Is there a cash flow register? • Has an analysis been made of the breakeven point 	<ul style="list-style-type: none"> • Is the employment plan focused on the market? (market study and/or specific diagnostics) <p>TECHNIFICATION</p> <ul style="list-style-type: none"> • Have you received specialized technification? (formal) • Have you received systematic technical assistance in the technification process? <p>LABOR PRACTICE</p> <ul style="list-style-type: none"> • Do you conduct labor practices? • Do you receive systematic assistance for the labor practices process? <p>ARTICULATION TO EMPLOYMENT</p> <ul style="list-style-type: none"> • Do you have a written Contract and/or Agreement for insertion into the labor market? • Do you receive an adequate remuneration for the work and/or activity you do?



IV. LEARNING

I. Achievements

According to SCI, achievement means “achieving a previously defined goal. An achievement requires the prior application of different actions aimed at enabling achievement of the goal”.³⁰

Within the framework, the achievements are related to youth leadership and empowerment, the knowledge of sexual and reproductive health, and livelihoods.

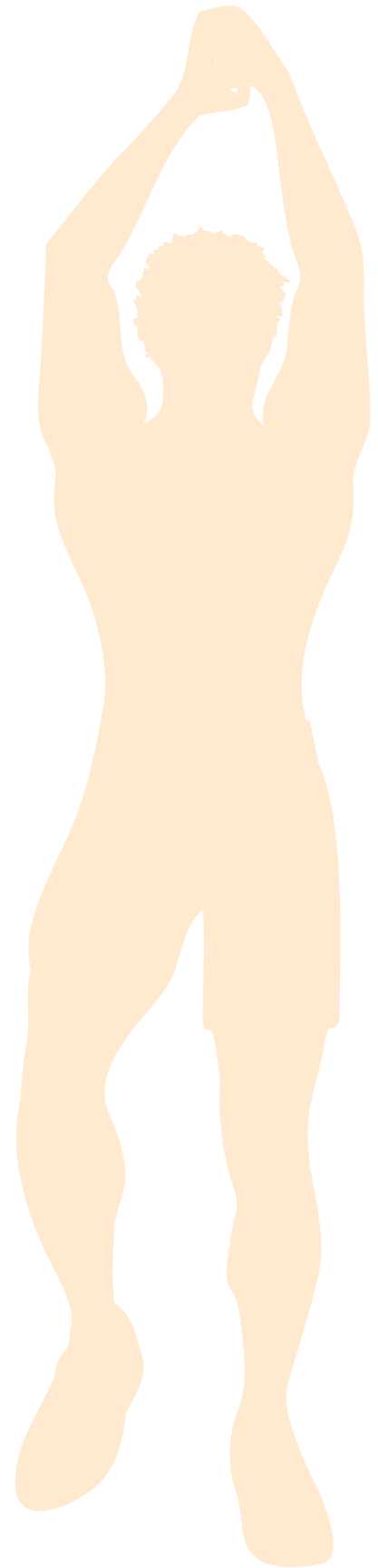
In order to achieve this goal, the tools were designed with a technical approach aimed at attaining the objectives, ensuring motivation and commitment of the AY, followed by achievement of the changes required. The results mentioned above show that the tools have served the objective.

The empowerment, the leadership, the decision-making about sexual and reproductive health, as well as the results of the entrepreneurial initiatives are all reflections of the impact of the dynamic, playful and up-to-date training provided to the AY.

The result of these interventions with organized AY is that they now participate in actions such as Forums, Workgroups, Platforms, mobilizations, fairs and other activities around the exercise of political leadership with public entities (Central, Departmental and Municipal governments) and private entities (NGOs and Foundations) in order to demand respect for their rights and generate greater opportunities in topics related to health, employability and education for AY. For example, the AY have worked actively with the Central Government through the Vice Ministry of Equal Opportunities (VIO) on the preparation, approval and socialization of the Youth Law on the departmental and national levels. This law is the supreme law on public policymaking for the benefit of AY.

In Potosí, the GAM has legitimized the Pro Youth Committee of Potosí, which was developed by the AY covered under the Model.

³⁰ Save The Children International (2014). Presentation “Training in best practices and lessons learned”. Workshop on MEAL (Monitoring, Evaluation, Accountability and Learning) / Cochabamba – Bolivia



2. Best practices

On the other hand, thanks to the empowerment actions the AY participated in reflections about different problems to which they are exposed, among which “*unwanted pregnancy*”. Moreover, in the interviews, it became clear that the AY are motivated to find answers and make contributions as regards SRH, based on the Social projects they prepared and submitted to the GAM (Potosí).

Within the framework of the economic initiatives, following preparation and implementation of the business plans, the AY were able to connect to productive markets, generate economic resources and manage them adequately, besides strengthening their sales skills and hence their autonomy and generating greater economic opportunities.

For the AY who opted for an employment plan, following their technification in a certain area, the Model helped connect them to sources of employment. The achievements in this sense were clear in for example the municipality of Sucre.

Implementation of the Model through the Parent School has also had an impact on the AY’s families through a better communication within the family.

Without doubt, ownership of the Model and its integrated content to work with AY by the Departmental Government of Santa Cruz, has been one of the main achievements. This ownership by a government entity on the departmental level ensures legitimacy of this methodology. Legitimateness is not a decision taken by one individual but the joint and participatory construction of a political power. That is why this specific experience is attached to this document as a Case Study.

The term “best practices” is understood as “*a whole of actions, strategies, tactics, and positive approaches towards an achievement based on evidence and which can be used as a model for other actions.*”³¹

In this regard, implementation of the integrated Model for interventions with AY, has become a best practice that has given rise to important changes in the AY’s perspectives and projections as regards their life in the family, labor and professional spheres.

Different stakeholders have recognized that the Model is integrated, e.g. the allies who identify this model as an alternative approach to work with AY.

“Seeing the results produced by the Model, this experience should grow and be repeated. The methodology of Save the Children provides comprehensive information and a different type of response.”

Diego Suarez and Wendy Calderón, Youth Directorate. Departmental Government. Municipality of Santa Cruz de la Sierra

The systematic and continuous training focuses on areas to not only strengthen the AY’s sense of personal worth but also to encourage them to be active citizens and leaders as regards the exercise of their rights and the proposal of solutions for the problems youth face day after day, such as unwanted pregnancies, limited employment opportunities, their passive role with regard to their rights, etcetera.

³¹ Save The Children International (2014). Presentation “Training in best practices and lessons learned”. Workshop on MEAL (Monitoring, Evaluation, Accountability and Learning) / Cochabamba – Bolivia



The work in partnerships and alliances with different public and private entities promotes actions for the benefit of the AY, e.g. the development of tools, the provision of infrastructure, equipment and other inputs, but it also allows for shared interinstitutional learning, with the assimilation of knowledge and experiences.

On the other hand, the AY's innate need is related to belonging, solidarity and visibility, with a focus on establishing relations and groups. In this sense, the model proposes to establish youth organizations within which the AY share interests and expectations of a social and productive nature and related to advocacy.

On the other hand, Creation of the Interinstitutional Committee and its engagement from the beginning of implementation of the Model, is helpful, on the one hand, for the AY to have access to technical support for implementing their initiatives, and, on the other hand, to channel and guarantee their rights and assume a commitment as regards sustainability of the AY's initiatives.

“Creation of the Interinstitutional and Cross-sectoral Committee as a body responsible for evaluation and follow-up of the AY's projects, from the start of the process is the determinant regarding commitment with the AY's work and sustainability of their initiatives.”

Cesar Miranda, Beth Rodas, Marina Quispe, Jose Quiroga, Ingison Seno. Members of the Cross-sectoral Committee and AY who participate in the project. Municipality of Sucre

The competition to allocate funding to the selected plans and projects, encourages continuous improvement in the AY who will develop personal challenges that will strengthen them.

The specialized training in a certain area or service through technification favors connections to markets and jobs for the AY.

The implementation of social projects, economic and employment plans by the AY becomes a practice that helps situate the AY as active subjects and reliable citizens in society.

3. Lessons learned

The lessons learned are conceived as “knowledge generated through a reflection about an experience or process or a set of experiences or processes, which could be the tacit product of the experience of persons and the explicit knowledge of the content of documents.”³²

With regard to the content of the Modules used in training in the different municipalities, it has become clear that the content can be adjusted or adapted according to the characteristics of each context, without losing sight of the essence of the objective.

The work in partnerships and alliances has encouraged the exchange of experiences through planned and coordinated efforts with an equal distribution of capacities and responsibilities. Nonetheless, with the purpose of broadening coverage of the indirect beneficiaries, it is important to keep in mind grassroots organizations, such as Neighborhood Councils, Mothers Clubs, etc.

It is important to ensure continuity of the youth organizations, since they ensure links to national and international platforms, in which they take on a protagonist role and as the voice of their rights.

At the start of implementation of the Model, it is important to set up the Cross-sectoral Committee in which each member has a role and responsibility.

³² Save The Children International (2014). Presentation “Training in best practices and lessons learned”. Workshop on MEAL (Monitoring, Evaluation, Accountability and Learning) / Cochabamba – Bolivia



Within the framework of the interventions and the analysis thereof, below a series of reflections is presented about the integrated approach, the results, the strategies, the tools and the essential criteria.

I. About the integrated approach

The interventions with AY in the urban context in the past were characterized by being fragmented and by responding to specific issues. Even though those interventions were useful at that time, at present they are insufficient to respond to the AY's current demands and greater needs in the social and economic sphere.

In this line, and reflecting about the past experience, the intervention proposes to work from an integrated perspective, considering actions in sexual and reproductive health, and training in leadership and livelihoods of the AY. The aim is to contribute to their integrated development, which will without doubt strengthen the factors of protection when faced with the different risk situations to which the AY are presently exposed in the urban area.

On the other hand, the intervention has encouraged the AY to actively engage in their context through social interventions, taking ownership of and replicating knowledge about SRH, working on advocacy so their peers would assume attitudes and behaviors of self-care and enjoy a healthy self-worth. The personal empowerment has also influenced in the AY taking on a critical position and advocating for their rights with relevant bodies in their immediate environment, e.g. within their family, in their schools, in the neighborhoods where they live as well as in their mediate environment with municipal, departmental and national authorities, and by being part of networks and platforms. The AY have displayed a good level of organization and security, transmitting their ideas in order to take advantage of new opportunities for youth; the advocacy plan is evidence in this sense.



2. About the results

Taking into account the results proposed by the Model, the following reflections are important:

R.1. Empowered Adolescents and Youth (AY) have a Personal Development Plan in SRH and in the productivellabor field

The actions (the purposes of learning, didactics, evaluation, contents, materials, etc.) conducted and used in the training and education processes were aimed at generating a change in the AY, not only in order to acquire new knowledge but also to develop behaviors and integrate new attitudes to empower the AY, prepare them to assume decisions and visualize their life and their future, translated into a Personal Development Plan (PDP).

The preparation of this Plan strengthened links between the ideal and actual situation, between the plans and actual activities, between dreams and experience. Within this framework and based on the personal analysis of their own skills and interests, and related to the analysis of the demands of the context, youth have decided to work, with different fields, especially the social and economic fields from a productive or labor perspective.

The PDP did not only benefit the AY but it also had an impact on the family from the viewpoint of intra-family learning. Without doubt, this type of experiences help strengthen family integration and bonds between the parents and children.

The PDP was the first precursor of the guidance proposed by the model for the AY to define the first action cycle of life plans as vehicles for transformation.

R.2. Organized adolescents and youth (AY) execute productivellabor initiatives and initiatives in SRH with quality and promoting their local leadership.

Once the AY have sufficient information about the fields of action, the specific aspect of the intervention is defined. This is done in an associated manner, i.e. this is the time for the AY with similar interests in the social and productive spheres to get organized.

This phase is vitally important because the cohesion, participation and shared leadership play an important role to assume responsibilities and set up youth organizations. As from this period, the organized work with the AY is one of the main characteristics in the youth protagonism and advocacy.

Youth protagonism is exercised through different actions; the action in this sense promoted by the Model is aimed at empowering the AY in topics to strengthen their development, on the one hand, and to provide them with opportunities to develop themselves in the personal and social spheres, on the other hand. One way to do this was through the social initiatives, the productive plans and the employment plans, which gave the AY an opportunity to submit plans to a competitive fund and access funding to apply their ideas and contribute to solving their needs in case of the social projects and to generating an income in case of the business and employment plans.

Since execution of the projects and plans is the responsibility of the AY themselves with support from the parents, the educational community, shelters, public and private entities, youth leadership is strengthened so youth would take on an active and proposal-oriented role towards society.

In this phase, coaching and follow-up of execution of the initiatives played an important role to encourage quality management in youth.

In order to ensure continuity of the initiatives and plans, the phase of connectivity is vitally



important. As regards the business plans that go hand in hand with technification, the aim is for the AY and their activities to be linked to the markets and have the possibility of an immediate income. As regards the employment plans, the AY receive assistance to have an opportunity to access decent jobs and apply what they learned through the technification. As regards the social projects, the AY are taught to assume a responsible position towards SRH and to link their knowledge for replication among their peers, thus contributing to the protection of AY.

R.3. The parents, municipal institutions/ authorities and health centers support the AY's Personal Development Plans

Involvement of the parents, guardians, authorities, municipal and health authorities is an element that encourages the AY to apply their business initiative and plan which, without doubt, contributes to development of the AY who see that they are surrounded by a support network. The credibility and confidence granted to the AY are a very powerful tool to increase and strengthen their personal and social empowerment.

R.4. The youth organizations have capacities and advocacy mechanisms to demand their economic rights and their rights in sexual and reproductive health.

As mentioned previously, the phase to organize the AY is vitally important to promote associativity and shared leadership. There is evidence that this result has given rise to the AY being committed to defending their rights, adopting an active instead of a passive position. In this regard, the actions to strengthen the organizations of AY as well as the training spaces, have contributed to the attainment of this goal. And the connections with and engagement with networks, youth platforms and youth councils have greatly favored the advocacy actions.

The Bolivian political and legal context has promoted laws and regulations for the AY, which was taken advantage of by the Model because, being an integrated Model, it responds to the main needs of AY identified in national and international studies.

3. About the strategies

The Model and its strategies, particularly Pre Incubation, promote a systematic training process in which awareness-raising and reflections about social and economic topics, encourage the AY to assume a critical position towards their future and the decisions affecting their life. A business-oriented and progressive vision has been built in the AY.

According to the stakeholders who participated in the Systematization, they are very pleased with this phase though mainly the AY add that self-esteem should be addressed more profoundly, and that other topics should be included as well so as to strengthen the AY because the more empowered the AY in these topics, the lower the influence of risk factors.

Next, the Incubator phase is the time for a more in-depth analysis of the topics, through the preparation of plans or projects in certain fields of specialization according to the AY's interests, both in the social area regarding SRH through technical assistance and in the area of livelihoods through technification.

Through this phase, the AY were able to apply what they learned and turn their ideas into actions. It is important to recognize the work they did in this phase with continuous support from their family, their allies and their partners and paying attention to quality considerations. This means that in the case of social projects in health, other stakeholders such as SEDES intervened to



strengthen the results. In the case of the business plans, the technification was essential to improve the products and services for introduction in the market as well as to provide the AY with technical tools so they could connect to the employment sphere.

As mentioned before, one of the factors considered for insertion into and connection to the labor market is the AY's age, since Bolivian laws are against the employment of AY under 18 years old. Hence, the AY's access to jobs is limited and so the proposal is to have a strategy of progressive methodological application so that the AY under 18 years old would benefit from gradual participation in the Model, according to their age, and start participating in decent jobs when they are old enough.

4. About the tools

The proposed methodology was characterized by being very participatory, focusing on the AY taking on roles as protagonists since the methodology centers on empowerment, livelihoods and SRH.

On the other hand, as a result of the past interventions of Save the Children, there were already materials available to work with the adolescents, which were adapted and complemented according to the AY's present needs.

In this regard and taking advantage of the partners' expertise, the materials were designed together (by SCI and the Partners). Moreover, the decision was taken to work in the form of modules, assigning hours of work according to the content to be covered and keeping in mind the educational approach of the "Active Learning Circle" proposed by Brown (2003). Thus, the actions were articulated in a process that starts

with reflection, action, conceptualization and planning.

Within this framework, the modules were designed and can be adapted to the context according to population demands. Since the model has an integrated focus, it is possible to include other topics as well.

It is important for the new topics included (if any) to be interrelated, in order to enable links between previous and new competencies as well as a greater understanding and learning among the AY.

On the other hand, in order to apply the Model it is not only important to have well-defined modules and support materials for the trainings, but on the management and Model implementation levels it is important to have different instruments, such as the ones used in CASP, surveys, indicators, etc., which are designed according to the needs found.

On a management level, it is relevant to establish working tools for planning, follow-up and evaluation of the model, which should be designed according to the categories to be measured.

On the level of implementation of the Model, there were instruments for the different moments and strategies, which can be used as evidence of the results.



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1. List of Interviewed Direct and Indirect Stakeholders
2. Situational Analysis Matrix
3. Cross-Sectoral Baseline Form, including Labor and Productive Market Studies
4. Monitoring Plan
5. Empowerment Module
6. SRH Module
7. Livelihoods Module
8. Grid: Training Plan Module I
9. Personal Development Plan Form
10. Social Project Form
11. A Life Project (example)
12. Business Plan Form
13. Business Plan (example)
14. Employment Plan Form
15. Employment Plan (example)
16. Call for the competitive fund
17. Overview of Plans and Projects submitted following the Call
18. Matrix to evaluate the youth proposals
19. Minutes on the declaration of winners
20. Project identification and follow-up sheet
21. List of Areas
22. Social Project Reporting Form



23. Advocacy Plan

24. Parent School Module

25. Indicator Table – Italy Project

26. Case Study: The Departmental Government of Santa Cruz and the Integrated Model for Urban AY

27. Success Story: “The Model and Alejandra: a social commitment, for entrepreneurial spirits”

28. Success Story: “In my village, people are proud of me and they encourage me to carry on”^o



ANNEX I

List of Interviewed Direct and Indirect Stakeholders

List of Interviewed Stakeholders: RETROSPECTIVE STUDY		
Municipality of	Name	Position
La Paz	1. Elizabeth Arteaga	Former National Manager Adolescent Programs SC 1999 - 2011
	2. Augusto Costas	Current Director Programs and Quality SCI (Former Director SC Oruro 1997 - 2010) Save the Children International
	3. Amparo Camacho	Former Coordinator Making Decisions Program – SCI, La Paz
	4. Caroline Hilari	National Advisor in Health SCI 2001 - 2010
Oruro	5. Carmen Huarachi	Former Coord. MD Program, Oruro, SCI
	6. Ivan Martinez	Former Facilitator MD Program, Oruro SCI
	7. Eduardo Romero	Father
	8. Sonia Fuentes	Health Personnel Chiripujio Health Center
	9. Luis Abastoflor	Medical Chief Yugoeslavo Health Center
	10. Lourdes Ayllón	Health personnel Rafael Pabón Health Center
	11. Marianela Laura	Adolescent Leader Youth Zone Chiripujio
	12. José Ricardo Laura	Adolescent Leader (MD facilitator)
	13. Miguel Rivero	Adolescent Leader (MD facilitator)
	14. Iveth Yanarico	Adolescent Leader (MD facilitator)
	15. Alvaro Pantoja	Adolescent Leader (MD facilitator)
Cochabamba	16. José Rafaél Marca	Adolescent Leader (MD facilitator)
	17. Jhoselin Cayoja	Adolescent Leader (MD facilitator)
	18. Shirley Guzmán	Former Coordinator MD Program SCI
	19. Reyna Colque	Former Facilitator MD Program SCI
	20. Juan Carlos Álvarez	Former Facilitator MD Program - Riberalta and Cobija SCI
	21. Fernando Cerezo	Former National Training Coordinator “Making Decisions”, SCI
	22. Mario Chura	Coordinator – Sponsorship
	23. Magaly Pérez	Former Regional Officer ADRA (Partner of SCI)
	24. Sarahí Colque	Adolescent Leader (MD facilitator)
	25. Domitila Alcalá	Health provider Alalay Health Center
	26. Claudia Lecoña	Health provider Alalay Health Center
27. Miriam Virreyra	Follow-up Technician, Departmental Directorate of Education SEDUCA - MIN. of EDUCATION (partner)	

List of Interviewed Stakeholders: SYSTEMATIZATION

Municipality of	Name	Position
El Alto	1. Braulio García	Principal Túpac Amaru school
	2. Benedicta Cahuana	Teacher Túpac Amaru school
	3. Genaro Choque Salgado	Father Túpac Amaru school
	4. Ana Choquehuanca	Autonomous Municipal Government of El Alto - GAMEA
	5. Julio Ponce	Autonomous Municipal Government of El Alto - GAMEA
	6. Group of leaders of youth groups	Mimes and España school
	7. Group of adolescents and youth	Villa Imperial and Túpac Amaru schools
La Paz	8. Alejandra Villafuerte	Program Implementation Director – DIP/SCI
	9. William Zabaleta	Coordinator Livelihoods Projects - SCI
	10. Mariela Fernandez	Coordinator Project “In my present and my future, the decision is mine”
	11. Carla Ochoa	Livelihoods Officer, Project “In my present and my future, the decision is mine”
	12. Amparo Camacho	Coordinator Project “Entrepreneurship in Jewelry Making, a life opportunity for AY”
Cochabamba	13. Marleny Narváez	Coordinator of health projects - CEMSE
	14. Fernando Cerezo	Coordinator of the Adolescent Strengthening Program – Making Decisions
	15. Ivan Martinez	Facilitator of the Adolescent Strengthening Program – Making Decisions
	16. Shirley Guzmán	Sponsorship Officer
	17. Cynthia Rojas	Manager of the Cercado health network
	18. Magali Ferreira	Director of the Cerro Verde health center
	19. Cosme Copa	Principal of the Siglo XX school
	20. Patricia Miranda	Teacher of the Gerardo Vargas school
	21. Carmen Arraya	Director of the Jaihuayco health center
	22. Group of Adolescents	Youth Zone of the Jaihuayco HC
Sucre	23. Group of Adolescents	Vikinga Boliviana and Juan Lechín schools
	24. Ludmila Romero	Project Officer “In my present and my future, the decision is mine” - CEMSE
	25. Miguel Quiroz	Facilitator “In my present and my future, the decision is mine” - CEMSE
	26. Carmen Rosa Aima	Director SEDUCA
	27. René Dávalos	Principal Victorino Vega school
	28. María Paco	Tutor Gastón Vilar school
	29. Erlin Paco	Centro de Jóvenes y Empleo - CJE
	30. Cristina Landívar	CJE Coordinator
	31. Raúl Flores	Ombudsman’s Office for Children and Adolescents District No. 5
	32. Manuela Soto	Teacher of the Gastón Pilar school
	33. Juan Garnica	Network Coordinator - SEDES
	34. Juan Pablo Bildoso	Departmental Advisor Sucre
	35. Nora Mamani	Youth Coordinator - GAM
	36. Rocío Felipez	Youth Coordinator - GAM
	37. Martha Lizondo	Surima Health Center
	38. Maribel Calderon	Surima Health Center

Municipality of	Name	Position
Potosí	39. Sara Machaca	Assistant of the Project "In my present and my future, the decision is mine"
	40. Miguel Quentasi	Facilitator of the Project "In my present and my future, the decision is mine"
	41. Mario Castro	Principal of the Liceo Potosí school
	42. Cecilia Quispe	Youth Officer GAMP
	43. Luisa Cuenca	Director of the Human Development Secretariat of the Departmental government
	44. Cleto Coipari	Director of Human Development GAMP
	45. Maria Elena Cruz	Assistant of Human Development GAMP
	46. Omar Fuertes	Responsible for the Urban Health Network
	47. Jimena Chumacero	Coordinator of Psycho-pedagogy studies of private university Domingo Savio
	48. Roxana Quispe	Principal José Maria Linares school
	49. Javier Quispe	Teacher Oscar Alfaro school
	50. Primitiva Flores	Principal Oscar Alfaro school
	51. Daysi Vedia	Social Worker Potosí health center
	52. Martha Lizondo	Social Worker San Cristobal health center
	53. Maribel Calderon	Nurse San Cristobal health center
	54. Jimena Gonzales	Don Bosco schools
55. Group of adolescents and youth	Oscar Alfaro, Mejillones, Liceo Potosí, José Maria Linares schools	
56. Group of parents	Oscar Alfaro, José Maria Linares, Liceo Potosí schools	
Santa Cruz	57. Fernando Cortez	Official of the Project "In my present and my future, the decision is mine"
	58. Cristy Banegas	Facilitator OFPROBOL
	59. Vladimir Pacheco	Facilitator OFPROBOL
	60. Olga Morozova	Project coordinator - OFPROBOL
	61. Fidencia Justiniano	Responsible Education District I - GAMSC
	62. Maria Faoda	Coordinator CJE
	63. Diego Suarez	Departmental Youth Director - Departmental government
	64. Wendy Calderon	Coordinator 'Program for Life and Sexuality' - Departmental government
	65. Cynthia Escalante	Coordinator Techo Pinardi shelter
	66. Gabriela Ayala	Coordinator - Technical Assistant Cuso Internacional
	67. Maria Vargas	Principal of the Joven Bolivia school
	68. Elizabeth Meneses	Teacher of the Cástulo Chavez school
	69. Eusebio Apaza	Principal of the Cástulo Chavez school
	70. Jesus Flores	Coordinator Hogar Don Bosco OFROBOL
	71. Esther Aguayo	Educator Hogar Don Bosco
72. Group of adolescents and youth	Joven Bolivia and Cástulo Chávez schools	
73. Group of parents	Cástulo Chavez school	
Oruro	74. Indira Hinojosa	Assistant of the project "In my present and my future, the decision is mine"
	75. Cristina Villegas	Nurse second-level hospital Walter Khon
	76. Luz Pardo	Nurse second-level hospital Walter Khon
	77. Gustavo Peláez	Walter Khon HC
	78. Marcela Rosales	Health promotion and prevention program - SEDES
	79. Ramiro Trujillo	SRH program - SEDES
	80. Maria Elena Romero	Teacher - Oruro school
	81. Miriam Martinez	Health Personnel Rafael Pabón health center
	82. Lourdes Ayllón	Health Personnel Rafael Pabón health center
	83. Mauricio Soto Espinoza	Youth Officer GAMO
	84. Group of Leaders	Youth Zones
	85. Group of participating adolescents and youth	Youth Zones
	86. Group of leaders	Mentors

ANNEX 2

SITUATIONAL ANALYSIS MATRIX (Common Approach Sponsorship Programs. Adolescent Development Module, November 2010)

General topic	Methods for data collection and sources of information	Guiding questions	Result(s) addressed
<p>Understand the determinants of behavior</p> <p><i>AD is a multisectoral fundamental program aimed to improve adolescent development in the fields of sexual and reproductive health, non-formal education and livelihoods.</i></p> <p><i>In this sense, it is important to understand the determinants of behaviors in SRH and the related economic and educational obstacles. It is also indispensable to understand the broader environment in which the adolescents live and which may cause them to maintain cultural, social and gender-related customs.</i></p>	<p>Methods</p> <ul style="list-style-type: none"> - Review of secondary data and published articles - Interviews with key informants - Focus Group Discussions (FGD) on the communal and school levels <p>Sources of information</p> <ul style="list-style-type: none"> - Statistics of the Ministry of Health (MoH) (on the national and district levels) - Health reports published and to be published (MoH and partners) - Interviews with MoH staff on the district and regional levels - Statistics on the level of schools and health centers in a sample of schools - FGD with children, teachers and parents 	<p>Data on the factors determining behavior</p> <ul style="list-style-type: none"> - What are the key determinants of the adolescents' behavior in sexual and reproductive health? - What are the motivations determining if and when an adolescent will seek information and services? Are there variations in these factors depending on age, sex, ethnicity and other socio-demographic conditions? - What is the adolescents' level of awareness about sexual and reproductive health and about HIV/AIDS? How does this knowledge influence their behavior? - What is it that keeps youth away from schools? Up to what point are these reasons of an economic, social or cultural nature? How do the adolescents continue to learn if they cannot attend a formal school? - Where do the adolescents receive key information for their transition towards adulthood (basic life skills)? What risks do the young people in this community face if they do not have these skills? - Who are the vulnerable adolescents in the community and how are their needs satisfied? - How do the adolescents perceive their own behaviors in terms of risk assumption? <p>Interviews with key informants If there are no secondary data available to answer these questions, you may have to resort to key informants in the community.</p> <p>FGD in the school and community</p>	<p>Goal</p>

<p>Reproductive and social health and social class of the adolescents</p> <p><i>What are the most significant issues related to reproductive and sexual health faced by the adolescents in this community?</i></p> <p><i>How is this connected to the educational and economic indicators?</i></p>	<p>Methods</p> <ul style="list-style-type: none"> - Secondary data - Interviews with key informants - FGD with children, teachers and community members - The baseline survey can confirm the findings and fill gaps in the information <p>Sources of information</p> <ul style="list-style-type: none"> - Published articles (search in websites) - Statistics of the MoH, Demography and Health Survey (DHS), unpublished agency reports and survey reports - Interviews with experts on the topic on the national level - Interviews with health sector workers on the regional, district and communal levels - FGD with teachers, parents and adolescents 	<p>This will produce a general consensus and back any possible trend detected.</p> <p>Data on sexual and reproductive health</p> <p>a) What are the main health problems among adolescents? What is the rate of pregnancies? What is the rate of protection among adolescent couples? What is the unsatisfied need regarding family planning? What is the percentage of adolescents who do not have jobs? How many adolescents in the community are married? What percentage of the population under 18 is married? At what age does youth start to have sexual relations? Report differences between the sexes, age groups and other socio-demographic factors, if available. Note gaps in the information that may be complemented during the baseline survey.</p> <p>b) Is there any evidence on the national level regarding the impact/associations between health and education? Have there been any studies that have tried to connect education with delays in marrying and having children? Do the girls go back to school after having a child?</p> <p>c) In what way is RSH connected to poverty reduction? Is there any study that links school performance to the adolescents obtaining professional skills?</p>	<p>Goal</p>
<p>Availability of and access to services and opportunities for adolescents</p>	<p>Methods</p> <ul style="list-style-type: none"> - Secondary data 	<p>Data about the adolescents' access to services and resources</p> <ul style="list-style-type: none"> - What are the barriers for services relating to ARSH, livelihoods development and opportunities for non-formal education? 	<p>Strategic Objective and</p>

		<p>- Are there any special services targeting the adolescents who do not go to school? If so, which ones and how are these adolescents reached?</p>	
<p>Quality of the services and opportunities</p> <p><i>Are the health and education facilities and the services regarding the development of livelihoods/opportunities for adolescents adequate? Are they of a good quality and are they safe?</i></p>	<p>Methods</p> <ul style="list-style-type: none"> - Revise available secondary data - Interviews with key informants - Group discussions with members of the school and community and adolescents <p>Sources of information</p> <ul style="list-style-type: none"> - Statistics of the MoH and/or statistics of the ARSH - Interview with the coordinator of AD and of reproductive and nutritional health on the national and district levels - Interviews with partner agencies such as UNFPA, other NGOs, UNICEF - Group discussions with students, teachers and parents 	<p>Secondary data</p> <ul style="list-style-type: none"> - What is the condition of the services presently provided to the adolescents? - Where do they go to find information and access sexual and reproductive health services? - Is poor health a significant problem among the adolescents? What health problems do the adolescents face? - What is the prevalence of HIV/AIDS among adolescents in the country and/or in the places where the program is carried out? - What is the prevalence of Sexually Transmitted Infections (STIs) among adolescents in the country and/or in the places where the program is carried out? - Are the adolescents and the households faced with significantly difficult decisions when trying to balance subsistence income-generation and investments in the development of skills and knowledge? Up to what point are there risks, vulnerabilities and opportunities and which ones? - How do the adolescents contribute to the household income? - What level of education is achieved by most adolescents? <p>Questions for service providers (health workers, people working with children, etc.):</p> <ul style="list-style-type: none"> - Are there any tools to make an assessment of the school environment, financial institutions and health centers, and how do they respond to youth needs? - Are there any organizations led by adolescents (e.g. clubs)? What is the purpose of these organizations? What do they do? 	<p>IR 2</p>

<p>Capacities, skills and knowledge of the adolescents</p> <p><i>Do the young people practice behaviors in basic health to ensure they are healthy?</i></p> <p><i>What do the school/communal programs do/not do to provide the adolescents with the knowledge, skills and attitudes needed to practice these behaviors?</i></p>		<p>Questions for the adolescents</p> <ul style="list-style-type: none"> - Do the adolescents feel that the services regarding education, livelihoods development (training or financing) and health respond to their needs? - ¿ Do the adolescents feel that the services regarding education, livelihoods development (training or financing) and health are of a good quality? 	
<p>Methods</p> <ul style="list-style-type: none"> - Revision of secondary data - Interviews with key informants - Group discussions with members of the school and of the community <p>Sources of information</p> <ul style="list-style-type: none"> - Reports of behavioral studies in health including DHS - Curriculums, information, education and communications materials used in schools (including by development partners) - Interviews with experts on the national level (in STIs/HIV/AIDS, hygiene, nutrition) and development partners - Group discussions with students, teachers and community members 		<p>Question for services providers:</p> <ul style="list-style-type: none"> - Is there a demand among youth to address the needs in AD? <p>Questions for adolescents:</p> <ul style="list-style-type: none"> - Is there a demand among youth to address the needs in AD? - According to the adolescents, what are the main contributions they can make to community development? - Do the adolescents feel good with themselves? Do they feel that life has a purpose? - Are they optimistic when looking towards the future? - Do the adolescents believe it is important to help others? - Can the adolescents plan in advance and take decisions? - Do the adolescents want to perform well in school or in other learning programs in which they participate? - Do the adolescents care about their education? - Are they good at making friends? - Do the young people feel comfortable with young people from other cultures/races/ethnic origins? - Can they resist bad influences and dangerous situations? Can they resolve conflicts without resorting to violence? 	<p>SO, IR3</p>

	<ul style="list-style-type: none"> - What types of skills and knowledge do the adolescents develop through the current livelihood activities? - How do the young people and their families prepare to overcome shocks? - In the adolescents' workplaces, what types of skills and knowledge do they develop? <p>Questions for parents</p> <ul style="list-style-type: none"> - How do youth and their families prepare to overcome shocks? - According to the adolescents, what are the main contributions they can make to development of the community? <p>Questions for community leaders</p> <ul style="list-style-type: none"> - Is there a demand among youth to address the needs in AD? - According to the adolescents, what are the main contributions they can make to community development? <p>Interviews with key informants (health education in school)</p> <ul style="list-style-type: none"> - What are the strengths and weaknesses of the current curriculum and the system to promote healthy behaviors among the students, including on the prevention of HIV/AIDS? What efforts are being made to improve the curriculum or add additional topics to the school plans with activities for health promotion? - Are the teachers prepared for health education with a focus on skills, particularly in sexual education and the prevention of HIV/AIDS? Is the preparation in this sense included in the pre-service or ongoing training of the teachers? What plans or needs are there to improve the teachers' capacity to provide skills-based education in health? <p>Community/school level</p>	
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		<ul style="list-style-type: none"> - Do the children, teachers and community members know what health behaviors they should practice to be healthy (for example, to avoid contracting HIV/AIDS)? - Do the adolescents learn about ARSH in school? Is the education effective or should the schools (students and teachers) do more to promote health behaviors? If so, what type of help do they need? - Do the teachers feel they are well-prepared to promote healthy behaviors, including in sexual health? If not, what else do they need? 	
<p>Social and policy environment</p> <p><i>How can Save the Children connect to the communities, the government and other partners to improve the services related to health, educational and livelihoods development for adolescents?</i></p>	<p>Methods</p> <ul style="list-style-type: none"> - Revision of secondary data - Interviews with key informants - Group discussions with teachers, students and parents, religious leaders and other stakeholders <p>Source of information</p> <ul style="list-style-type: none"> - Government data and documents - Documents of the national RHS strategy, on the education strategy, the economic policy and other related documents (reports of meetings, draft documents, etc.) - National program strategies (10-year plans) for health, HIV/AIDS - Interview with national program coordinators (health, sports, youth, nutrition, HIV/AIDS, etc.) 	<p>Secondary data</p> <ul style="list-style-type: none"> - What specific policies or guidelines are there as regards the key areas of Adolescent Development? - Are there any policy obstacles hindering success of the AD activities and programs? - What ministries and government entities are involved in Adolescent Development issues and related policies? Do they recognize the cross-sectoral nature of Adolescent Development? - How open are the national and local governments to Adolescent Development? And to the intervention by non-governmental organizations and to collaboration in the sector? Is there support on the local and national levels for adolescent initiatives and from who? What type of support? - Who else is working on Adolescent Development? Are there any adequate organizations with which it is possible to partner on the local and national levels and with which Save the Children could collaborate in order to influence policymaking? - Does the government provide adequate financing for adolescent development activities? Is sufficient financing allocated? - Is there a national strategy or policy regarding adolescent reproductive health? If so, what are the central elements of this policy and what are the gaps on all levels? 	

<ul style="list-style-type: none"> - Interviews with development partners involved in development of a national strategy for education in ARSH - Group discussions with students, teachers and parents - Interviews with leaders and officers responsible for designing policies on the local and national levels 	<ul style="list-style-type: none"> - What is the role of Save the Children in development of the policy or implementation of the strategy? - What is the coordination mechanism for the ARSH national strategy on the national, regional, district and school levels? Have the roles of all stakeholders be clearly defined? Has a role been defined for the communities and has a mechanism been identified to foment community participation? <p>Questions for adolescents:</p> <ul style="list-style-type: none"> - Do the adolescents receive considerable love and support from their family members? - Can the adolescents count on their family members for support and advice and can they have deep conversations with them? - Who are the adults, aside from the parents, to whom the adolescents resort for advice and support? - Do the adolescents feel valued by their community? - Are the parents and adults models of positive and responsible behavior? Are their peers models of positive and responsible behavior? - Do the parents/guardians/teachers encourage the adolescents to make an effort? - Are the adolescents invited to participate in relevant processes regarding advocacy and policymaking? <p>Questions for parents:</p> <ul style="list-style-type: none"> - Do the adolescents receive considerable love and support from their family members? - Can the adolescents count on their family members for support and advice and can they have deep conversations with them? 	
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		<ul style="list-style-type: none"> - Based on the experience to date, what has been the reaction of the community to the activities centered on adolescents carried out at present or since before (including programs in ARSH)? - What type of traditional ceremonies and/or initiation rites are practiced? What is the impact thereof? - Is female genital mutilation practiced in general? - What is the average age to get married (both legal and traditional marriage)? And of the first childbirth? Is marriage considered an economic alternative/need? - How do the families manage to satisfy the different household needs? - Is there a demand among the adults/community to address AD needs? <p>Questions for community leaders:</p> <ul style="list-style-type: none"> - Do the adolescents receive considerable love and support from their family members? - Can the adolescents count on their family members for support and advice and can they have deep conversations with them? - Based on the experience to date, what has been the reaction of the community to the activities centered on adolescents carried out at present or since before (including programs in ARSH)? - Has the community supported AD programs? - What type of traditional ceremonies and/or initiation rites are practiced? What is the impact thereof? - Is female genital mutilation practiced in general? - What is the average age to get married (both legal and traditional marriage)? And of the first childbirth? Is marriage considered an economic alternative/need?
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<p>Capacity of Save the Children <i>Awareness of the capacity of Save the Children and its experiences within the specific context can help plan more efficiently.</i></p>	<p>Methods: Interviews with staff of Save the Children and revision of documents on the organization's experiences in the program areas.</p> <p>Key informants: Save the Children team</p>	<p>- Are the adolescents invited to participate in relevant advocacy and policymaking processes?</p> <p>Questions for service providers:</p> <ul style="list-style-type: none"> - Do the adolescents receive considerable love and support from their family members? - Can the adolescents count on their family members for support and advice and can they have deep conversations with them? - Based on the experience to date, what has been the reaction of the community to the activities centered on adolescents carried out at present or since before (including programs in ARSH)? - What policies and structures for adolescents are there on the local and national levels which support or undermine intervention efforts (for example, policies that enable or hinder the adolescents' access to information and/or other services about sexual and reproductive health)? What policies or guidelines in support of these program efforts are not applied? - Are there any policies that help the young people, particularly the young women, with the necessary paperwork to protect their financial assets? 	
		<p>Questions for key informants:</p> <ul style="list-style-type: none"> - Does Save the Children presently have programs for adolescents in any of the following areas: adolescent sexual and reproductive health, adolescent development and livelihood development for adolescents? If so, does SC have sufficient personnel to provide technical assistance to the partners for implementing these programs? - If not, what capacity is there to develop these areas of the program? - Does the team of Save the Children have sufficient preparation and capacity to work with government officials and stakeholders and advocate for political change and to collaborate with national governments and stakeholders? 	

ANNEX 3

CROSS-SECTORAL BASELINE FORM (Including the Labor and Productive Market Studies Form)

CONTENT: CROSS-SECTORAL BASELINE FORMS

- A) FORM: INTERVIEW WITH KEY PLAYERS (AUTHORITIES)
- B) FORM: INTERVIEW WITH PARENTS
- C) INTERVIEW WITH ADOLESCENTS AND YOUTH

CONTENT: LABOR AND PRODUCTIVE MARKET STUDY

- D) GUIDE TO COLLECT AND SYSTEMATIZE INFORMATION FOR THE LABOR AND PRODUCTIVE MARKET STUDY
- E) INSTITUTIONAL MAPPING
- F) FORM: INTERVIEW WITH TECHNICAL TRAINING INSTITUTES
- G) FORM: INTERVIEW WITH INSTITUTIONS
- H) FORM: INTERVIEW WITH ENTREPRENEURS
- I) FORM: INTERVIEW WITH THE DEPARTMENTAL CHAMBER OF SMALL INDUSTRY AND HANDICRAFTS OF LA PAZ – CADEPIA
- J) FORM: INTERVIEW GUIDE PRODUCTION COSTS - MARKET(blouses)
- K) FORM: INTERVIEW GUIDE SERVICE COSTS - GASTRONOMY

CROSS-SECTORAL BASELINE FORMS

A) FORM: INTERVIEW WITH KEY PLAYERS (AUTHORITIES)

NAME:			
MUNICIPALITY: DISTRICT:	GENDER: M F	POSITIO N:	INSTITUTION:
It is very important for the answers to be as truthful as possible. If the questions are not clear, explain.			
1) With regard to the activities conducted by SCI in your municipality, have you participated in the business initiatives of Adolescents and Youth?	a) Yes b) No		
2) How?	a) In the committee b) Helping the groups c) Organizing the activities d) Coaching the Adolescents and Youth in their activities. e) Others.....Specify.....		
3) In your institutional planning, are there any activities in support of the Adolescents and Youth?	a) Yes b) No		
4) If your answer is yes, specify which ones?			
5) Is there any entity or space in your municipality for deliberation, meetings and promotion of the rights of Adolescents and Youth?	a) Yes b) No If your answer is No, continue to question 9.		
6) What is the name of this space?			
7) Do the AY participate in this space?	a) Yes b) No		
8) How?	a) They attend ordinary meetings b) They support the programmed activities c) They meet with local authorities d) Others Specify.....		
9) Do the health centers in your municipality have and apply policies for differentiated adolescent care?	a) Yes b) No How?.....		

B) FORM: INTERVIEW WITH PARENTS

NAME:			
MUNICIPALITY: DISTRICT:	GENDER: M F	RELATIONSHIP WITH ADOLESCENT OR YOUTH: a) Father or mother b) Other Explain.....	SCHOOL OR INSTITUTION:
It is very important for the answers to be as truthful as possible. If the questions are not clear, explain.			
1) Have you ever attended a Parent School?		a) Yes b) No	
2) If yes, what institution sponsored it?			
3) If you had the opportunity to attend a Parent School, would you go?		a) Yes b) No	
4) Do you know the dreams or goals of your son/daughter for his/her future life?		a) Yes b) No	
5) If you know them, do you agree with what (s)he wants?		a) Yes b) No	
6) If you had the possibility to support him/her to turn them into a reality, would you do so?		a) Yes b) No	
7) If you supported him/her, how would you do so?		a) Financially b) Morally c) Other.....	
8) In what areas do you think you need more support to have an excellent relationship with your son/daughter?		a) Communication b) Discipline	

	<ul style="list-style-type: none">c) Valuesd) Violencee) Other.....
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C) FORM: INTERVIEW WITH ADOLESCENTS AND YOUTH

NAME:			
MUNICIPALITY:	GENDER:	AGE:	SCHOOL OR INSTITUTION:
DISTRICT:	M F	1) 14-16 years 2) 17-18 years 3) 19-older	
It is very important for the answers to be as truthful as possible. If the questions are not clear, explain.			
1) Would you be interested in an economic or labor-related initiative?		a) Yes Why?..... b) No Why?.....	
If your answer is No, continue to question 7)			
2) Do you have any knowledge or experience about any of the following business areas?		a) Sales b) Production c) Inventories d) Accounting e) Customer service f) Other.....	
3) Do you have any knowledge or experience about any economic activity or occupation? (e.g. dressmaking, carpentry, gardening, mechanic workshop, hairdressing, sales, etc.)		a) Yes Which one?..... b) No	
4) At any time, have you decided to generate an economic or labor-related initiative?		a) Yes Which one?..... b) No	
5) Are you afraid you may fail?		a) Yes Why? b) No Why?	
6) Which ones of the following resources do you have to start with your economic or labor-related initiative?		a) Technical training b) Work experience in any productive or service field c) Economic resources d) Inputs e) None	
7) Would you be interested in a social initiative related to SRH?		a) Yes Why? b) No Why?...	
8) Do you have any knowledge or experience in any of the following topics related to SRH?		a) Teen pregnancy b) Contraception c) Sexual and reproductive rights d) Sexually transmitted infections and HIV/AIDS. e) Gender-based violence	
9) Do you have any knowledge or experience in any social project for youth?		a) Yes Which one?..... b) No	

10) Do you have any resources (materials, videos, ideas, etc.) to start with your social initiative?	a) Yes Which one?..... b) No
11) Have you ever prepared a life plan?	a) Yes Where?..... b) No
12) Do your parents know your life plan?	a) Yes b) No
13) Do your parents support you to achieve your plan?	a) Yes b) No
14) In what way?	a) Financially, b) Morally, c) With inputs, tools, space for a sales point, etc.
15) Do you know any method or practice to avoid sexually transmitted infections or unwanted pregnancies?	a) Yes b) No
16) If your answer is Yes, which ones?	
17) Do you consider it is important to conduct self-care practices in SRH?	a) Yes b) No
18) Of the following methods or practices, which one(s) would you decide to use for self-care?	a) Abstinence b) Condom use c) Rhythm c) Copper T d) Injection e) The pill f) Female condom g) Other..... h) I don't know any of the above.
19) Do you have resources to access contraception	a) Yes b) No
20) Are you working at the moment?	a) Yes b) No
21) Have you ever participated in an internship or a job practice?	a) Yes b) No
22) Do you know any health center that provides special youth care?	a) Yes Which one?..... b) No
23) How is the service provided?	a) Good b) Regular c) Bad Why?

24) Do you know any place where you can meet with other young people to spend your spare time, to get organized, to build capacities and generate initiatives?	a) Yes Which one?..... b) No
25) Do you think the existence of this space is important?	a) Yes b) No
26) How do you use it?	

LABOR AND PRODUCTIVE MARKET STUDY

D) GUIDE TO COLLECT AND SYSTEMATIZE INFORMATION FOR THE LABOR AND PRODUCTIVE MARKET STUDY

The objective of this guide is to provide guidance for the collection and systematization of information, according to the objectives proposed in the study.

Step 1. Identification and Analysis of the Main Stakeholders (Stakeholder Mapping)

It is important to identify the public and private institutions in the municipalities that work around, study or analyze business and labor-related topics with youth.

The institutions recommended in general which were taken into account for the “Model to work with AY” are: Universities, Municipal Government (Local Economic Development Unit / Directorate, Youth Promotion Unit), Departmental Government (SEDEGES, Productive Development Directorate/Secretariat, SEDEGES), Program ‘My First Employment’, Youth and Employment Centers, Federation of Secondary School Students, Employment Observatories, and other local institutions.

In the institutions and/or organizations, it is important to identify and select persons of interest to collect relevant information for the study through interviews.

Step 2. Interviews and Key Informants

1. The first step is to identify the key person or persons for the interview
2. Next, get in touch with this/these person(s) and set a time to meet
3. Introduce yourself as the person in charge of collecting data for this study
4. The interview is open and applied for the labor market or the productive market, focusing on the topic of interest for the study. There are no rigid questions because depending on the institutions’ work, the interviews centers on the topics being studied. It may be that some of the institutions work on both topics of our interest.

Refer to: **Sheet for Interviews with Institutions**

Step 3. Interviews with Youth - Fairs

1. Identify young people in sales stands in fairs
2. Explain the objective of the survey (which has no name, it is only to identify the work and situation of young entrepreneurs)
3. The interview has no name and should not generate susceptibility among the young people
4. Read the questions calmly and write down the answers correctly and concisely
5. Do not forget to thank the interviewee after the interview

I. Systematization of the Information

Once you have collected the necessary information, the information will be analyzed and systematized immediately, which requires a revision of the data systematization schemes as follows:

1. Institutional Mapping (which helps us identify the institution precisely as well as the specific information obtained)
2. Systematization of the PDM (Municipal Development Plan) and other Municipal and Local Studies (which helps us focus on the most relevant information for the study)
3. Systematization of Secondary Information (aimed at centralizing the information that is specifically related to the study, including other publications or studies)
4. Description of the Schools (for every municipality, there is information about the schools, households, centers; specifically, data will be collected about the PDM as well as statistics of the Ministry of Education and SEDUCA). This information is important to know the situation of youth with a view to their development and training.
5. Areas of Work, Non Productive Matrix (to identify and analyze the important areas in the municipality). This can be used optionally (one or both). Adjustments can be made to optimize use.

The instruments described above can be adjusted depending on their usefulness and pertinence.

The recommendation is to make a thorough revision of the instruments in order to ensure a concrete and optimal data collection.

E) INSTITUTIONAL MAPPING

Below is an institutional mapping organized by intervention municipality:

City / Coverage	Type of institution (NGO, public institution)	Fields of Work	Programs/Documents revised
National	Research Center on Labor and Agrarian Development (CEDLA, Centro de Estudios para el Desarrollo Laboral y Agrario)	Analysis and studies on employment	Piden Mucho y pagan poco, Empleo Juvenil en Bolivia 2012 (Youth employment in Bolivia, 2012) Análisis del sector de la manufactura en la ciudad de El Alto, 2009 (Analysis of the manufacturing sector in El Alto, 2009) Destino Incierto, esperanzas y realidades laborales de la juventud alteña, 2006 (Youth labor in El Alto, 2006)
	Fundación FAUTAPO	Labor Training and Education	Systematization data of labor profiles in the last 2 calls
	Ministry of Labor Program My First Decent Employment (Mi Primer Empleo Digno)	Certification of Skills Insertion into the Labor market	Areas defined according to the National Development Plan Training bonus
	Ministry of Labor Employment Support Program (Programa de Apoyo al Empleo)	Insertion into the Labor market	Creation of Workers Associations Bonus during 3 months
	Ministry of Labor General Directorate of Employment	Document processed at request	Situation of youth employment in the ministry's programs (PAE, MI Primer Empleo and Job Center)
	Network: Red Boliviana de Actores por el Empleo Juvenil	Employment Labor Market Business Initiatives	Groups 64 institutions National level Comprises the Ministry of Labor
	INFOCAL	Education and training in different areas and occupations	Education and training Job Center
	PIEB	Studies and Analyses	Doc. 'La herencia de la Mina', 2010
	National Confederation of Micro and Small Enterprises CONAMYPE	Situation of its members	List of micro enterprises in La Paz
	Ser familia	Youth entrepreneurship Sustainable employment	Training programs, with coaching and follow-up
	CAF	Studies	Study and analysis of the textile and garment cluster in Bolivia
	ILO National Coordination	Youth actions in the urban area	Only 2014, program with youth from the rural area

	CJE La Paz Cinthia	Employment Entrepreneurship Insertion into the Labor market	Experience of youth dynamics in the city of La Paz
	Fundación para la producción FUNDAPRO	Analysis	Study on the labor market in Bolivia, 2005
	ECLAC – SIDA	Analysis	Policies for insertion into the labor market of women and youth in Bolivia, 2009
	UNDP – NNDI	Analysis	Stratification and quality of employment in the labor market in Bolivia, 2009
	Inter-American Development Bank Labor Markets and Social Security Unit	Analysis	‘Como mejorar las oportunidades de inserción laboral de jóvenes en América Latina, 2013’ (Improved labor market insertion opportunities for youth in Latin America)
	Rodrigo Aguilar	Analysis	Los jóvenes, centro de atención de programas de capacitación laboral, avances y retrocesos en Bolivia, 2012 (Youth in labor training programs in Bolivia)
	Red Boliviana de Jóvenes y Empleo	Document	Youth Meeting, La Paz and El Alto, 2013
	FUNDEMPRESA	Documents	Statistics of the trade register in Bolivia, 2013
	National Statistics Bureau (INE, Instituto Nacional de Estadística)	Documents	Employment situation in Bolivia, 2012
	Ministry of Education	Document	Authorized private institutions, 2012.
El Alto	Municipal Government of El Alto Office for Human Development, Gender and Social Services	Human Development Gender Social Services	Program “Mujeres Productoras” (Women producers) in: manufacturing, dressmaking, weaving, handicrafts
	Municipal Government of de El Alto	Documents	Municipal Development Plan, 2005 Economic and Productive Development Plan, 2006
	Centro de Promoción de la Mujer: Gregoria Apaza	Training and education of skilled labor	Personal and household empowerment Productive labor development Access to technologies
	CJE Metropolitano (Roxana Villafuerte)	Vocational Guidance Employment Entrepreneurship	Main field of work: Jewelry making Sewing Daycare centers
	Mueblería Romero Muebles Alquel	Furniture design and manufacturing	Price estimates (z. 16 de Julio)
	Cotillones Ely	Production of party inputs	Price estimates of the party inputs (z. Villa Dolores)

Oruro	Center for Popular Research and Services (CISEP, Centro de Investigación y Servicio Popular)	Youth program	Youth Network Labor Support
	Municipal Government of de Oruro	Documents	Municipal Development Plan, 2005
	INE - DFID	Document	Socio-demographic, productive and financial statistics and indicators, Oruro, 2005
Sucre	Familia Trinitaria	Support for youth through the church	Technical training in different areas, rural
	CJE	Entrepreneurship Employability Vocational guidance	Study on the situation of youth employment in Sucre (end of February)
	Departmental Government of Chuquisaca Social Development Office – Youth Area	Youth Agenda Strengthening of the Youth Area Young entrepreneurs Insertion into the Labor market	Operated until 20 December On 06 January, we were informed that this area no longer exists
	Departmental Government of Chuquisaca Gender Directorate	Productive Support Training Entrepreneurship	Competitive Fund
	Educational Multiservice Center (CEMSE, Centro de Multiservicios Educativos)	Program in support of rural districts	Entrepreneurship
	Creaciones Tiffany Creaciones Susy	Dressmaking (bridal and party gowns)	Price estimate
	Cotillones Coco bongo	Party inputs in general	Price estimate
	Ximenita Tours	Tourist agencies	Price estimate circuits
	Municipal Government of de Sucre	Document	Municipal Development Plan, 2007
	Departmental Government of Chuquisaca	Document	Departmental Development Plan, 2012
Potosí	Departmental Government of Potosí Business Initiatives José Luis Medrano	Support for the textile sector Opening markets	Consolidation of the textile sector and opening to other areas
	Secretariat of Mining	Technological development unit	Situation of the Cerro Rico (mine) of Potosí
	Municipal Government of de Potosí	Directorate of Tourism	Creation of tourist circuits in the city of Potosí

		Economic Development Platform	
	SERGIOTECMIN	Situation of mining	Status and situation of the Cerro Rico
	COMIBOL	Situation of mining	Status and situation of the Cerro Rico
	Educación para el Desarrollo FAUTAPO Cynthia Limachi	Individual business initiatives with CEA certification Gastronomy, dressmaking, metal-mechanics, silverware	Strengthening gastronomy Strengthening silverware making Starting with pottery
	Employment Support Program (PAE)	Program for Insertion into the Labor market	Mainly service companies Unskilled labor
	Textile distribution company LINDMAR	Cloth for making sportswear	Price estimate
	Manitos artesanías	Materials in general	Price estimates and materials
	Municipal Government of de Potosí	Document	Municipal Development Plan of Potosí, 2005
	INE - DFID	Document	Socio-demographic, productive and financial statistics and indicators of Potosí, 2005
	Ministry of Productive Development Produce Bolivia – Pro Bolivia	Study	Comprehensive study, assessment and systematization of informal urban MSMEs in the municipality of Potosí, 2013
Santa Cruz	Program My First Decent Employment	Labor training Insertion into the Labor market	Program regarding employment in different areas
	Municipal Government of Santa Cruz	Program for Women Entrepreneurs	Creation of micro enterprises in neighborhoods
	CJE (Maria Padua)	Vocational Guidance Employment Insertion into the Labor market	Technical studies for youth (bonuses)
	Oficina de Proyectos para Bolivia OFPROBOL – Techo Pinardi	Work with families of adolescents and youth	Planning and development office
	Municipal Government of Santa Cruz	Document	Municipal strategic development plan, 2008
	Departmental Government of Santa Cruz Departmental Youth Directorate Programa 'Mejorando Capacidades en Jóvenes' (Youth Capacity-Building)	Entrepreneurship Job Center	Support for youth from the urban and rural areas in the department

Departmental Government of Santa Cruz Departmental Youth Directorate Programa 'Educación Vida y Sexualidad' (Education Life and Sexuality)	School for Life	Support for youth, parents and teachers
Research and Documentation Center (CIDCRUZ, Centro de Investigación y Documentación Santa Cruz)	Youth training Micro enterprises Marketing and Advertising Personalized Advice	Experience in youth issues Technical training Employment fair
CITE Confecciones (Villa 1° Mayo)	Support in dressmaking	Labor Training Training for micro entrepreneurs Machine rental
CAINCO	Business services	Business Training Center Bolivian Competitiveness Center
Cielo Atelier	Industrial dressmaking Uniforms	Contracts, retail and wholesale
Confecciones Lily Justiniano	Dressmaking	retail and wholesale
Municipal Government of Santa Cruz Tourism Department	Tourism in the city of Santa Cruz	Activities and destinations
Chamber of Construction CADECOCRUZ	State of construction in Santa Cruz	Situation of construction in Santa Cruz
Friederich Ebert Stiftung	Analysis	Vos Confías, social capital, identity and development in Santa Cruz, 2011
Municipal Government of Santa Cruz - ILO	Document	Economic Development Strategy, districts D-7 and D-8

F) FORM: INTERVIEW WITH TECHNICAL TRAINING INSTITUTES

Person Responsible	Date:
Person Interviewed: (Position, Institution)	
Place	
1 What areas of training do you offer?	
2 How were these areas defined?	

3	What is the approximate number of people enrolled in each area?	
4	What are the factors determining the higher number of people enrolled in these areas?	
5	Do you have any priority areas? Which ones? Why?	
6	What is the profile you want to develop in youth? Why?	
7	Last year, what is the approximate number of youth who graduated?	
8	Do you have any agreement for labor practices? If your answer is Yes, what are the conditions of these labor practices?	
9	Do you work on direct insertion into the labor market? How?	
10	What is the average performance of the youth participating in the training? What are the factors explaining this average?	
11	As regards insertion into the labor market, what weaknesses have you identified in your training process?	
12	What potential have you identified?	

G) FORM: INTERVIEW WITH INSTITUTIONS

Specific Topic	Labor Market Productive Market
Persons Interviewed (Position, Institution)	
Place	
LABOR MARKET	According to your experience in this area and considering the labor market on the TECHNICAL LEVEL
1. The supply of labor is consistent with the demand for labor in the market? Why?	
2. In what fields is the highest demand for labor found? And in what fields is the lowest demand found?	
3. Another important topic of the analysis is to know who is on the demand side: companies, institutions, municipalities, the informal market, etc., etc.	
4. Is the demand satisfied in the areas with the highest demand for labor? Why?	
5. Something more about the income, since the highest demand is not necessarily consistent with the highest income	
6. Do you know any institutions that train human resources to satisfy this demand? Which ones?	
7. Of the institutions you know, which ones do you consider to provide the best response to the demands of the labor market? Why?	

8. Do any of these institutions support insertion into the labor market? In what way?	
PRODUCTIVE MARKET	Continuing with business initiatives as another form for youth to generate an income.
1. What are the areas offering the best income-generation opportunities for youth? Why?	
2. Of these areas, which ones generate the highest income? Why?	
3. In which areas is most competition found?	
4. How can the young people face this competition?	
5. Do you have any recommendations to better support youth with a view to labor insertion or business initiatives? Which ones?	

H) FORM: INTERVIEW WITH ENTREPRENEURS

Person responsible	
Interviewed person (Position, Institution)	
Place	
1. How many employees does the company have?	
2. How many are young people? Why?	
3. What is the average salary of the young employees?	
4. How many days per week do they work and how many shifts are there?	
5. What are the areas in which the young people work?	
6. What is the profile required of the workers?	
7. What are the factors determining whether the young people will stay in the company?	
8. What are the factors determining withdrawal or dismissal of the young people?	
9. What recommendations do you have for the young people as regards work?	
10 Other aspects mentioned ...	

I) FORM: INTERVIEW WITH THE DEPARTMENTAL CHAMBER OF SMALL INDUSTRY AND HANDICRAFTS OF LA PAZ - CADEPIA

Person responsible	
Interviewed person (Position, Institution)	
Place	
1 How many youth enterprises are members of the chamber?	
2 As regards these companies, what is the average number of workers?	
3 As regards the other companies, how many of them employ young people?	
4 What are the main jobs of the young people?	
5 What is the profile the companies need as regards the young workers?	
6 Why do they employ young people?	
7 How many companies employ young people (approximately)?	
8 What types of difficulties have the companies had with young people?	
9 How many companies have agreements with institutions for labor practices?	
10 What are the main observations in this sense?	
11 What recommendations do you have regarding insertion into the labor market of youth?	
12. What companies have the best opportunities on the market (in what fields)?	

J) FORM: INTERVIEW GUIDE PRODUCTION COSTS - MARKET(Blouses)

Production Costs

Product I: Blouses

No.	Inputs	Quantity	Unit cost	Total cost
1) What is your monthly production capacity?				
2) What is your annual production capacity?				
3) What equipment do you have at the moment?				
4) What is your main sales market?				
5) How many Contracts per year do you have for your products?				
6) At what price do you sell your products?				
7) Who is your main competitor?				
8) How many employees do you have (permanent, seasonal in the peak season)?				
9) Are you a member of any organization?				

K) FORM: INTERVIEW GUIDE SERVICE COSTS – GASTRONOMY

Service Costs – Gastronomy

N.o	Products	Quantity/Day	Unit cost
	Lunches		

1. What is your annual service capacity?
2. Who are your main customers?
3. Do you have contracts with them?
4. Who is your main competitor?
5. Are you a member of any organization?

Note. More interviews can be conducted for different areas (tourism, sales, systems

ANNEX 5

Comprehensive Training Guide teenager

Component 1: Empowerment and youth entrepreneurship

Be constituted in a separate document to it, it goes beyond attachment

ANNEX 6

Comprehensive Training Guide teenager

Component 2: Sexual and reproductive health

Be constituted in a separate document to it, it goes beyond attachment

ANNEX 7

Comprehensive Training Guide teenager

Component 3: Economic entrepreneurship

Be constituted in a separate document to it, it goes beyond attachment

ANNEX 8

FORM: PERSONAL DEVELOPMENT PLAN

MY FULL NAME :	
I AM:	
I LIVE IN: (Address)	
PHONE OR CELL PHONE NUMBER:	

EPITAFIO



VISION: (What do I want for my life?)

PERSONAL MISSION

I have a personal vision, but a vision without action is a dream no more. I need a mission to accomplish it.



What do I want to achieve? SHORT AND LONG-TERM GOALS

Age:	Personal	Family	Studies	Work
18 years old				
25 years old				
30 years old				
40 years old				

STEPS TO ACCOMPLISH MY LIFE PROJECT



GOALS (Phases I have to pass through)	ACTIVITIES (What I have to do to reach my goals)	RESOURCES (What I need to reach my goals)	TERMS (The time it will take me)	EVALUATION (How I am doing)

ANNEX 9

GRID: TRAINING PLAN. MODULE I "YOUTH EMPOWERMENT AND ENTREPRENEURSHIP "

TOPIC	CONTENT	TECHNIQUE	ACTIVITY	MATERIALS	TIME
Presentation	Presentation	Forming a half moon	Mention an animal whose name starts with the first letter of your name and describe what you like to do.	Tape, paper and markers	10 Min.
	What is self-esteem?	Plenary	The concept of self-esteem.		
	* The importance of self-esteem * Types of self-esteem: High/Low	D. "The mirrors"	The story of an imaginary walk, entering the house of mirrors. Describe positive aspects of your: character, relationship with your parents, friends, etc.	Mirrors worksheet	20 Min.
	* Self-knowledge * Concept of oneself	D. "How do others see me?"	Stick paper on other people's back and write down their qualities. Volunteers read the writing out loud.	Sheets of paper, markers, tape	20 Min.
SELF-ESTEEM			On paper, make a drawing representing yourself (self-esteem). Read assertions that damage one's self-esteem. With the mirrors worksheet, identify qualities and internal strengths to rebuild self-esteem - Is it good that one's self-esteem depends on what they say about one? - What can we do to maintain an adequate self-esteem when we feel criticized/ignored?	Sheets of paper, tape	20 Min.
	* Building and rebuilding my self-esteem	D. "Rebuilding my self-esteem"			
	* How can I improve my self-esteem? * Strengthening my self-esteem.	D. "I offer you my friendship"	Write a note offering your friendship. Provide a detailed description of one's qualities to have more friends. - What qualities were difficult to recognize?	Sheets of paper and pencils	20 Min.

			<ul style="list-style-type: none"> - How did you feel when offering your friendship? - Did you discover new qualities you have? 	
<ul style="list-style-type: none"> * What is leadership? * What is a leader? * What is leading? 	<p>D. "The entanglement"</p>	<p>Form a circle, hold hands and pass underneath the arms of the person standing opposite you, until you are all entangled. Now go back to the original circle without letting go of each other's hands.</p> <ul style="list-style-type: none"> - How did you achieve this? - Did you identify someone who started the disentangling? - Did you all agree? - Was this person a leader? 	<p>Large sheets of paper</p> <p>20 Min.</p>	
<p style="text-align: center;">LEADERSHIP</p> <ul style="list-style-type: none"> * Leadership styles: autocratic, democratic, permissive, technocratic, representative, participatory. 	<p>D. "The blind worms"</p>	<p>Divide the group into 3 or 4 small groups. Each small group has to form a line, the person at the start of the line is the head and has to be blindfolded (Place prizes around the room). You cannot talk and you have to find ways for the head to understand you and find the prizes.</p> <ul style="list-style-type: none"> - How did you organize? - Was leadership important? - What made it difficult to reach the targets? 	<p>Scarves, sweets as prizes</p> <p>20 Min.</p>	
<ul style="list-style-type: none"> * Characteristics of an authentic leader * What is Social Responsibility 	<p>D. "Characteristics of a leader"</p>	<p>Groups of 4 to 5 people each. Draw a human silhouette and write down the characteristics you think a leader should have on the different body parts – head, hands, feet, heart. One person of each group presents the results.</p>	<p>Sheets, markers.</p> <p>20 Min.</p>	

			<ul style="list-style-type: none"> - How did you organize? - Is leadership important? 	
	<ul style="list-style-type: none"> * How can we be good leaders? 	D. "Treasure chest"	<p>In a box, place strips of paper with the skills a leader should have. Place in the chest with the chocolates. Explain these skills.</p> <ul style="list-style-type: none"> - Who thinks that (s)he does not have these skills, that (s)he is still missing these skills? - How could we acquire these skills? 	Box, paper, chocolates, strips of paper 20 Min.
SELF- DETERMINATION AND DECISION- MAKING	<ul style="list-style-type: none"> * What is self-determination? * How can I know if I am acting in a self-determined manner? * What should I do to be a self-determined person? 	D. "Dying in nonsense"	<p>Read the story and reflect.</p> <ul style="list-style-type: none"> - What message did you find? - What happened with the main protagonist? - Did the environment in which he lived influence him? - How could the end have been different? - what can you do in your life to prevent this from happening? - Any similar experiences? 	The story 30 Min.
	<ul style="list-style-type: none"> * How can I set goals? 	D. "The baskets"	<p>Reflection:</p> <ul style="list-style-type: none"> - Why do you think the team won? - Why did the other team lose? - What have you learned about yourselves? 	Two boxes, tape, small balls 25 Min.
	<ul style="list-style-type: none"> * Taking decisions, how? 	D. "The corner of values"	<p>Divide the room into 3 parts, with signs saying "I agree", "I am not sure", "I don't agree".</p> <p>Read the assertions:</p> <ul style="list-style-type: none"> - Did you know immediately what you 	Worksheets, paper, markers 30 Min.

	<p>* What is business spirit? * Who is an entrepreneur?</p>	<p>D. "I invent something to help humanity"</p>	<p>thought about each assertion? - Who changed your opinion and why? - Someone in the group influenced your opinion? - Do people act on the basis of their values? - Is it difficult to express your values in the presence of friends, parents? Why? Divide the group into 3 small groups. Distribute the materials. You have to invent something to help humanity. Each group has to appoint one or two representatives to defend the invention and convince the jury. Each group gets 2 little papers to elect the two most creative inventions, another 2 little papers to elect 2 inventions that help humanity. Finally, each group gets another 2 little papers to elect 2 feasible inventions. The invention that got most votes wins.</p>		
BUSINESS SPIRIT	<p>* What capacities should an entrepreneur have? * What types of entrepreneurs are there?</p>	<p>D. "The ladder of success"</p>	<p>Use the cards to write down 9 capacities an entrepreneur should develop. Place them on the floor and invite the participants to read them and explain them with the facilitator. In a dynamic manner, the participants will gain knowledge of the entrepreneurial capacities. - Did you know immediately what you thought about each phrase or do you have to think first?</p>	<p>Straws, colored papers, wool, glue, ice-cream sticks, etc.</p>	<p>20 Min.</p>
				<p>Cards, scissors, markers</p>	<p>15 Min.</p>

<p>ASSOCIATIVITY</p>	<p>* What is an enterprise/business initiative? * Types of entrepreneurship: social, economic, labor. * Elements to concretize an enterprise: Teamwork and planning, determination in decision-making.</p>	<p>D. "Development of entrepreneurial attitudes"</p>	<ul style="list-style-type: none"> - What changed your opinion and why? - Are the capacities of an entrepreneur difficult to acquire? - How did you feel when you realized you did not have all these characteristics? <p>Form 3 groups. Prepare a human silhouette with everything at hand.</p> <p>Each group gives a presentation.</p> <ul style="list-style-type: none"> - How do initiatives arise? - Were there any bad ideas? - Are you happy with the result? - Have you ever thought you might achieve something like this? - What did you discover in this exercise? <p>Creativity, initiative, innovation, leadership, tenacity – characteristics of a business spirit</p>	<p>Whatever they have on their table at the moment</p>	<p>15 Min.</p>
	<p>* What is associativity? Why is associativity important?</p>	<p>D. "The Flight of the Geese "</p>	<p>Request 8 volunteers.</p> <p>Ask the group to leave the room, read the worksheet and represent it.</p> <p>The rest of the group stays in the room and participates in an energizer.</p> <p>The group comes back into the room and acts.</p> <ul style="list-style-type: none"> - What did you like in this activity? - What is the meaning of the uniform flapping of the geese? - What happens when one goose leaves the formation? 	<p>Photocopy 'the flight of the geese', tape</p>	<p>20 Min.</p>

		<ul style="list-style-type: none"> - What happens when the leading goose gets tired? - How do the geese in the back encourage the rest? - What happens when one goose falls down? - How do we apply the attitude of the geese in a group of people? - What is the importance of shared leadership? 	
<p>* What is the purpose of associativity?</p>	<p>D. "Unity is strength"</p>	<p>Elect one (thin) participant to come to the center and ask him/her to lay down on the floor on his/her back. Request a volunteer and ask him/her to try and lift the head of the person who is on the floor. Then ask various other participants to stand round the person who is lying on the floor and ask them: Can you lift this person by using only 2 fingers of each hand? Ask the group to lift the participant who is on the floor, CAREFUL not to let go of him/her. - Teamwork for shared leadership.</p>	<p>None</p> <p>20 Min.</p>
<p>* Success factors in an associative process * Frequent obstacles in an associative process</p>	<p>D. "Trust"</p>	<p>Design a trajectory with obstacles (chairs, water bottles, stones, etc.) Form 4 groups of 5 to 6 persons each; distribute handkerchiefs for half of the group member to cover their eyes.</p>	<p>Paper, disposable cups, water, markers, adhesive tape, scarves</p> <p>30 Min.</p>

	<p>The objective is to transport one glass with water to the other end of the trajectory.</p> <p>Take the team to the start point, ask them all to hold a sheet of paper with the glass of water on top.</p> <p>Explain that the idea is to get to the finish without dropping the glass and without touching the obstacles. They have 3 opportunities.</p> <ul style="list-style-type: none">- How did they feel?- Did they reach the target and how?- What attitudes did the group detect in the different members?- What are the obstacles that do not let us reach the target?- Ask the people who were blindfolded: was it easy to trust your friends?- What was the main hindrance?, why?- What can we do to overcome obstacles in reality?	
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**YOUTH
PROTAGONISM
FOR ADVOCACY**

<ul style="list-style-type: none"> * What is youth participation and protagonism? * What is advocacy? * What is advocacy for? * How to advocate? * When to advocate? 	<p>D. "Three square cubes"</p>	<p>Make a square on the floor (1M2) with tape. Ask the participants to get organized in groups of 5 to 6 people each. Draw a square on the floor where each group is. Ask all members of each group to stand in their respective circles. They then leave the square and within the square you draw another smaller square. They are asked to once again stand in this smaller square (they see the complications). Repeat with an even smaller square (size of a foot)</p> <ul style="list-style-type: none"> - How did they feel? - What was the main difficulty? - How did they solve it? - Do you believe the solution proposed was adequate? 	<p>Tape</p> <p>15 Min.</p>	
<ul style="list-style-type: none"> * What do we do for advocacy? 	<p>D. "Seeking a target"</p>	<p>For 2 groups. The objective is for all participants together to reach the target. 15 minutes to get organized and define the strategies to reach the target, underscore that to reach the target, they necessarily have to pass through the other group's territory. Give each team a ball of wool which they can use for the group members to be united. They have to be linked together strongly. The advocacy process has to be analyzed before you start; it is important to analyze stakeholders and contexts.</p>	<p>Balls of wool, a prize (the target), chairs</p> <p>20 Min.</p>	

	<p>* With whom do we advocate?</p>	<p>Advocacy requires arguments or justification of the demands. Advocacy will focus on a youth issue: Health, improved care for youth in the health centers. Form 4 groups: 1) youth, 2) municipal authorities, 3) parents, 4) health centers.</p> <p>Explain to all participants that they have to play the role assigned to them, with the corresponding arguments, thoughts and acting.</p> <p>Each group has to fill out the “advocacy plan” worksheet and prepare the best possible arguments and justifications.</p> <p>The activity starts with the AY faced with the authorities, then the parents and then the medical staff.</p> <p>Was it easy to find arguments or justifications for your demand? How did the authorities react to the issue? Do you think that is how the authorities of our municipality act? How did you feel about the support from the other groups? Do you think that if we have good arguments we can accomplish our demands?</p>	<p>Paper, tape, markers, worksheet ‘advocacy plan’</p> <p>35 Min.</p>
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**PERSONAL
DEVELOPMENT
PLAN**

<p>* What is the PDP?</p>	<p>D. "The Roulette of Life"</p>	<p>Place the roulette on the wall, 5 teams, and ask each team to designate a representative. Blindfold the people selected and ask them to throw a wet ball to the roulette while the others make it turn around. Take off the blindfold and ask them to read the place they hit. - What form of decision-making is this? - What are the benefits of taking random decisions? - Is it important to analyze, reflect and elect before taking decisions?</p>	<p>Cardboard, small nail, disposable handkerchiefs or toilet paper, scarf to cover one's eyes</p>	<p>20 Min.</p>
<p>* How to prepare a PDP * Strategies for the PDP</p>	<p>D. "Preparing my PDP"</p>	<p>Distribute the sheets to the participants and explain how to fill them out.</p>	<p>PDP sheet</p>	<p>30 Min.</p>

ANNEX 10

FORM: SOCIAL PROJECT

I. General Data.

Name of Youth Group	Identification of the organization
Members of the youth group	List of group members, identity card numbers and mobile phone numbers
Mission and Vision of the youth group	Specify the mission and vision of the group
Place of origin of the youth group (school, organization, other)	Detail the group's area of influence
Contact person of the youth group, (address, email, phone)	Complete name of the person responsible for the group or of the designated leader
Name of a representative of the Parents and/or Guardians	Complete name of an adult.
Contact: address, email, phone	

2. Project Data

Name of the Project	Project identification. The name of the project has to be related to the central objective of the project and/or the activities conducted.
Project scope: Geographical area of the project and implementation time.	Delimitation of the zone, neighborhood, school, etc., place and terms for project implementation
Implementation time	Project start and end dates (6 months)
Beneficiaries of the proposal	The number of persons benefited with the initiative.

Local stakeholders who might be engaged	Specify who will be allies of the initiative and how they will contribute to the project.
Total project amount	Include the reference cost of the initiative (fill out the budget format below)

3. Structure of the proposal

Problem statement	Include a detailed description of the problem (cause-effect) to be addressed and what will be done (based on the problem-tree dynamic)
Justification	Describe how the initiative will contribute to solving the identified problem and the reasons why the initiative should be supported.
General project description	Detailed overview of project development: <ul style="list-style-type: none"> ✓ Overall objective, ✓ Expected results, ✓ Activities to be conducted to achieve the result (Explain the activities to be conducted and what for. Complement with the activity matrix and timeframe below) ✓ Organization (Describe the responsibilities assigned to each group member).

4. Activity matrix and timeframe

ACTIVITY	PERSON RESPONSIBLE	Week 1 (dates)	Week 2 (dates)	Week 3 (dates)	Week 4 (dates)	Week 5 (dates)
Rent room for central event						
Buy materials for event and snacks						
Send out invitations						

5. Budget.

Activity (according to the activity matrix and timeframe)	Means of verification (invoice or receipt number)	Quantity	Unit cost	Total expenditure
1. Rent room for central event	Invoice No.			
2. Buy materials for the event	Invoice No.			
3. Buy snacks	Invoice No.			
Grand Total of Initiative				

ANNEX II
EXAMPLE OF A SOCIAL PROJECT

I. General Data.

Name of Youth Group	YOUTH UNITED FOR SUCCESS	
Members of the youth group	Name	Mobile Phone No.
	1. Fanny Yujra Herrera	70675493
	2. Hilda Leticia Villcarani Mollo	79516110
	3. Junior Surco Quispe	65657840
	4. Pedro Patzi Tapia	76259639
	5. Veronica Villalobos Chuquimia	75215060
	6. Franz Willy Callisaya Ajata	68140505
	7. Abadh Calle Condori	75238341
	8. Jhonny Marca Rocha	75233602
	9. Deysi Teresa Calle Condori	61108675
	10. Jimena Patzi Tapia	65648243
	11. Jimena Ilanqui Quispe	73206599
	12. Yesica Cutipa Chipana	70639609
	13. Jose Luis Villalobos Espejo	78767004
	14. Monica Mamani Ramirez	61105875
	15. Jose Armando Alanoca Asistiri	78919363
	16. Ademir Gabriel Villca Lura	60587894
17. Thalia Wendy Sanga Chino	76707090	
Mission and Vision of the youth group	<p>Vision As a youth group we want the fathers, mothers and children from District 8 to be better informed about sexual health and reproductive health.</p> <p>Mission We are responsible adolescents and youth who provide information about sexuality in order to generate a change of attitudes among the fathers, mothers and children and avoid unplanned pregnancies, STIs and HIV/AIDS.</p>	
Place of origin of the youth group (school, organization, other)	Our group is made up of students from the 4 th and 6 th grades of secondary school of the “Túpac Amaru” School in the Cumaravi zone of District 8, city of El Alto.	
Contact person of the youth group, (address, email, phone)	Fanny Yujra H. - Mobile phone 70675493 fannyujra@hotmail.com Jhonny Marca R. - Mobile phone 75233602 Angel Saire O. - Mobile phone 61177543	
Name of a representative of the Parents and/or Guardians	Genaro Choque Salgado – Mobile phone 71264507 Marcelina Herrera de Yujra – Mobile phone 62145018	

2. Project Data

Name of the Project	Walking between Life
Project scope: Geographical area of the project and implementation time.	The project will be carried out in the “Túpac Amaru” School, in the Cumaravi zone of District 8 in the city of El Alto
Implementation time	Our project will be carried out in September and October 2014
Beneficiaries of the proposal	The information and awareness-raising will benefit the students, the parents and the teachers of the “Túpac Amaru” school
Local stakeholders who are engaged	<ol style="list-style-type: none"> 1. Teacher Patricia Mullisaca Mobile phone 77733619 2. Teacher Oscar Mamani R. Mobile phone 79564564 3. Teacher Eva Coarite Mobile phone 70670560
Total project amount	Our project will cost Bs. 2,088

3. Structure of the proposal

Problem statement	<p>At present, in our District the fathers, mothers and students have insufficient information about sexual health and reproductive health topics. Therefore, the adolescents and youth generate their own learning strategies about this topic. However, in most cases, this process brings consequences to the detriment of the Life Plan of the students and their families.</p>
Justification	<p>According to data of the Census 2012 in Bolivia, there are 37,741 mothers of 15 to 18 years old.</p> <p>As adolescents and youth, we have analyzed and observed this problem in our School and in the surrounding areas. We have seen that this problem is present in our district. We have identified the following reasons for this situation: “there is no communication with the parents”, “scarce information”; and finally, “the young people are not interested in information”.</p> <p>After participating in the training as students at the “Túpac Amaru” school, we know the basic concepts of terms which the parents and students often manage as taboos or with a certain morbidity. We believe that the wrong use of terms or the double meaning given to terms generates a communication barrier in the families around sexuality. Therefore, as a youth group our project aims to encourage correct use of the terms and a correct understanding of sexuality.</p> <p>Through correct use of the terms, we intend to influence the parents so they could understand the natural process of sexuality (the line of life) and so that the students would not speed up this process.</p> <p>We know that adolescents and youth are restless and mischievous, but we also know their dynamic and competitive spirit, which is why we propose to raise awareness through games and a sociodrama.</p> <p>Many adolescents and young people feel they are not understood and accepted in our society and that is often so since their development has been stigmatized and censured to such a degree that the mere reference to anything related to sexuality is criticized or distorted in their families, among their friends and at school.</p>

	<p>It is therefore necessary to start disseminating information for a healthy, responsible and informed sexuality so that the adolescents and youth could take better decisions for their future.</p>
<p>General project description</p>	<p>Based on “The Line of Life” technique, we want to organize a fair on “Health and Responsible Sexuality”, (activity to be developed with the school’s socio-productive project) where the visitors can visit the different stands, each one of which reflects a phase of Life and Sexuality. People will learn that sexuality is not only related to sexual intercourse. The following topics will be covered:</p> <ol style="list-style-type: none"> 1. Childhood 2. Adolescence 3. Youth 4. Maturity 5. Old age 6. And a sociodrama to reflect about the consequences of not addressing these topics in the family. <p>✓ <u>Overall Objective</u></p> <p>Inform and sensitize the fathers, mothers, adolescents and youth of the “Túpac Amaru” school about what sexuality really means and development thereof throughout life, so that we could prevent an increase of teen pregnancies in District 8 of the city of El Alto.</p> <p>✓ <u>Expected Results</u></p> <p>Result 1: 40 teachers and representatives of parents of the “Túpac Amaru” school have information about sexuality and support dissemination of the information.</p> <p>Result 2: 200 parents, adolescents and youth know correct use of the terms sex, gender and sexuality.</p> <p>Result 3: Participation of the project in an event to promote the Rights in Sexual Health and Reproductive Health.</p> <p>✓ <u>Activities to be conducted to achieve the result</u></p> <p>Activity 1.1: Organize an awareness-raising workshop for teachers and representatives of the parents so they would be strategic allies in project implementation</p> <p>Activity 2.1: Prepare materials for dissemination and correct use of the basic concepts of sexuality.</p> <p>Activity 2.2: Organization of the groups by phases of sexuality – “The Line of Life”</p> <p>Activity 2.3: Organize the Fair on Health and a Responsible Sexuality.</p> <p>Activity 3.1: Evaluation of the Project with the main authorities of the School.</p>

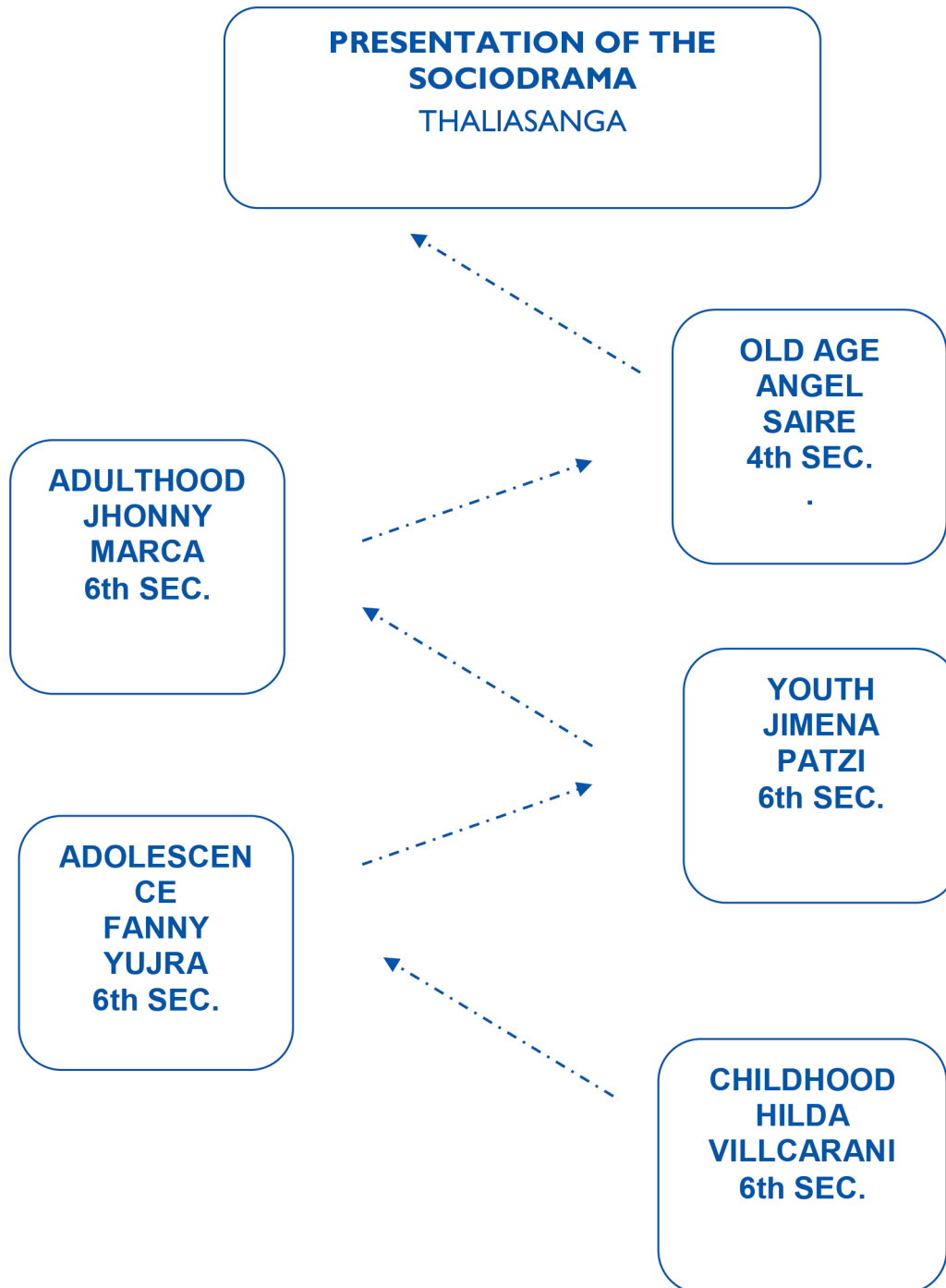
4. Activity Matrix and Timeframe

ACTIVITY	TASKS	PERSON RESPONSIBLE	DATE
Activity 1.1: Organize an awareness-raising workshop for teachers and representatives of the parents so they would be strategic allies in project implementation	Inform the teacher and principal of the activity and request the necessary permissions	Group representatives	18/06/2014
	Presentation of the Project to CISTEM	Group representatives	20/06/2014
	Defense of the Project	Group representatives	26/06/2014
	Workshops with teachers and representatives of parents	Whole group	25/09/2014
	Activity 2.1: Prepare materials for dissemination and correct use of the basic concepts of sexuality.	Design and printing of information triptych	Whole group
Design and preparation of informative banners		Whole group	20/08/2014
Form 6 sub-groups to represent The Line of Life		Whole group	28/08/2014
Activity 2.2: Organization of the groups by phases of sexuality – “The Line of Life”	Purchase materials and prepare stands with games	Group representatives	04/09/2014
	Sound system contract	Group representatives	04/09/2014
	Prepare the parade of the event	Group representatives	09/09/2014
Activity 2.3: Organize the Fair on Health and a Responsible Sexuality	Buy prizes	Group representatives	04/09/2014
	Hold the event	Whole group	10/10/2014

5. Budget

ACTIVITY	MATERIALS	UNIT COST	QUAN T.	TOTAL COST
Activity 1.1: Organize an awareness-raising workshop for teachers and representatives of the parents so they would be strategic allies in project implementation	Snacks	3	25	75
Activity 2.1: Prepare materials for dissemination and correct use of the basic concepts of sexuality.	Triptychs	0.20	300	60
	Banner of the event	300	1	300
	Communication	10	3	30
	Transportation	15	3	45
Activity 2.2: Organization of the groups by phases of sexuality – “The Line of Life”	Banners	88	5	440
	Materials for stands	75	5	375
Activity 2.3: Organize the Fair on Health and a Responsible Sexuality	Sound system	600	1	600
	Prizes	20	5	100
	Snack	63	1	63
	TOTAL			2,088 Bs.

**ORGANIZATIONAL CHART OF THE FAIR
“WALKING BETWEEN LIFE”**



ANNEX 12

FORM: BUSINESS PLAN

NAME OF BUSINESS:	
ADDRESS OF BUSINESS:	
FIELD OF ACTIVITY:	

1. MY BUSINESS IDEA IS:

2. TO CHECK WHETHER MY IDEA IS FEASIBLE, I HAVE MADE A MARKET STUDY WITH THE FOLLOWING RESULTS:



I WILL HAVE THE FOLLOWING COMPETITION: (SUPPLY)

CHARACTERISTICS OF THE COMPETITION	COMPETITORS		
	A	B	C
Name of the business or of the owner			
Location			
Product offered			
Approximate price of the product offered			
Quality of the product offered			
Approximate quantity of monthly sales			
How and where they sell (shop, stand)			
Where the customers live			
The advertising used			
Quality of the customer service			

THE CUSTOMERS I AM THINKING OF HAVING HAVE THE FOLLOWING CHARACTERISTICS: (DEMAND)

Questions	Factors
1. My customers are:	
2. They need:	
3. They buy this product every:	
4. They buy the following quantity	
4. They buy in:	
5. They buy this product because:	

THE RESOURCES NEEDED TO START MY BUSINESS ARE AVAILABLE AS FOLLOWS:

DESCRIPTION AND CHARACTERISTICS OF THE PROVIDERS

RESOURCES NEEDED	PROVIDERS (Name and address)	CONDITIONS OF SALE	ADVICE OFFERED

3. THE PROCESS TO BE FOLLOWED TO HAVE THE PRODUCT OR SERVICE IS:

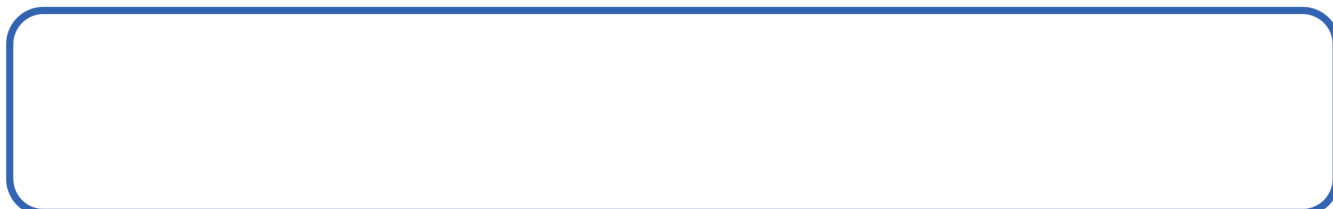
DIAGRAM OF THE PRODUCTION PROCESS

TO SELL, I WILL FOLLOW THE FOLLOWING STRATEGY.

THE PRODUCT WILL BE:



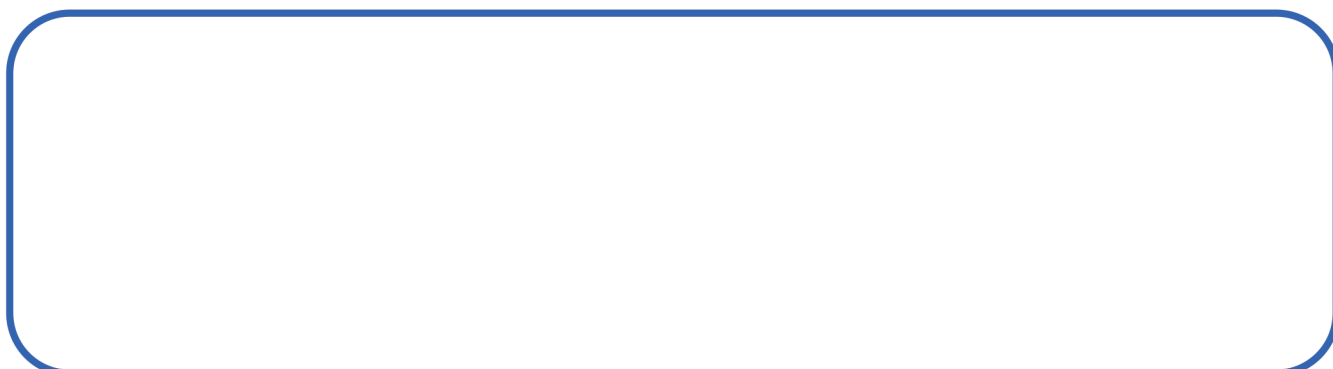
THE PRICE:



TERM – MY PRODUCTS WILL REACH THE CUSTOMER AS FOLLOWS:



PROMOTION – THE WAY IN WHICH I WILL MAKE SURE THE CUSTOMERS KNOW AND BUY MY PRODUCT:



THE ACTIVITIES I WILL CONDUCT TO ACHIEVE THIS ARE:

Activity	Time		Approximate expense
	FROM	TO	
PRODUCT			
PRICE			
TERM			
PROMOTION			

4. MY BUSINESS WILL BE ORGANIZED AS FOLLOWS:

ORGANIZATIONAL CHART

DIRECT LABOR COST PER PRODUCT

ACTIVITY	COST (per hour of work)	HOURS OF WORK PER PRODUCT (time/activity)	DIRECT LABOR COST PER PRODUCT
TOTAL			

THE INDIRECT COSTS PER PRODUCT ARE:

Indirect Cost per Product = $\frac{\text{Total indirect costs per month}}{\text{Number of products produced per month}}$

TOTAL COST PER PRODUCT



I WILL HAVE THE FOLLOWING PROFIT PER PRODUCT:

PRICE-SETTING PER PRODUCT

PRODUCT AND/OR SERVICE	A	B	C
	TOTAL UNIT COST	PROFIT	SALES PRICE

THE QUANTITY OF PRODUCTS I HAVE TO SELL TO COVER THE COSTS:

BREAKEVEN POINT

$$\text{Breakeven Cost} = \frac{\text{Indirect Costs}}{\text{Sales Price} - \text{Indirect Costs}} = \underline{\hspace{2cm}} =$$

NEXT. I CALCULATE THE MONEY I NEED TO START WITH MY BUSINESS

INVESTMENT PLAN

PRE- INVESTMENT EXPENSES	TOTAL COST	SOURCES OF FINANCING		
		OWN CONTRIBUTION	DEBT WITH THIRD PARTIES	SAVE THE CHILDREN
Furniture and fixtures				
Machinery and equipment				
Raw material				
Inputs				
Licenses and permits				
TOTAL				

ANNEX 13

EXAMPLE OF A BUSINESS PLAN

I. General Data.

Name of Youth Group	TIRO DE GRACIA
Members of the youth group	Names <ol style="list-style-type: none">1. Juan Carlos Mamani Espinoza2. Rosmery Coravin Hinojosa3. Blanca Arratia Romay4. Delia Aguilar Soto5. Vilma Gonzales Calle6. Sonia Maribel Janco Cuestas7. Andrea Serrudo Serrudo8. Nelida Cayara Sargua9. Balbina Diaz Hinojosa10. Sonia Bautista Saavedra11. Gloria Choque Cruz12. Rosalinda Estrada Callejas13. Delina Elizabeth Huaylla Mallco14. Ivan Albornos Condori15. Beimar Serrudo Muñoz
Mission and Vision of the youth group	<p>Mission: Offer healthy amusement services for the population from Lajastambo.</p> <p>Vision: Enter the minds of the largest possible number of persons as being the movie projector with the best quality service and with adequate personnel.</p>
Place of origin of the youth group (school, organization, other)	Ángel Baspineiro school, 4th grade A

Contact person of the youth group, (address, email, phone)	Juan Carlos Mamani, Mobile phone 73409616 Andrea Serrudo, Mobile phone 6438979
Name of a representative of the Parents and/or Guardians	Carmen Espinoza Fernández / Mother and member of the School Board of the Ángel Baspineiro school.
Contact: address, email, phone	Ángel Baspineiro school

NAME OF BUSINESS:	CINEMIX
BUSINESS ADDRESS:	25 de Mayo neighborhood
ACTIVITY AREA:	Service

6. MY BUSINESS IDEA IS:

To offer a movie projection service, offering free popcorn with every ticket so that the moviegoers would feel comfortable in the movie theater and repeat the experience in the future.

The tickets will cost 5 Bs. for everyone (children, adolescents, youth, the elderly and adults).



7. TO CHECK WHETHER MY IDEA IS FEASIBLE, I HAVE MADE A MARKET STUDY WITH THE FOLLOWING RESULTS:



I WILL HAVE THE FOLLOWING COMPETITION: (SUPPLY)

To analyze the competition, I have identified competitors in the sector, using the following questions:

- **Other movie theaters:** There aren't any.
- **Alternative amusement centers:** There aren't any.

Hence, the table below was filled out as follows.

CHARACTERISTICS OF THE COMPETITION	COMPETITORS		
	A	B	C
Name of the business or of the owner	None	None	None
Location	None	None	None
Product offered	None	None	None
Approximate price of the product offered	None	None	None
Quality of the product offered	None	None	None
Approximate quantity of monthly sales	None	None	None
How and where they sell (shop, stand)	None	None	None
Where the customers live	None	None	None
The advertising used	None	None	None
Quality of the customer service	None	None	None

THE CUSTOMERS I AM THINKING OF HAVING HAVE THE FOLLOWING CHARACTERISTICS: (DEMAND)

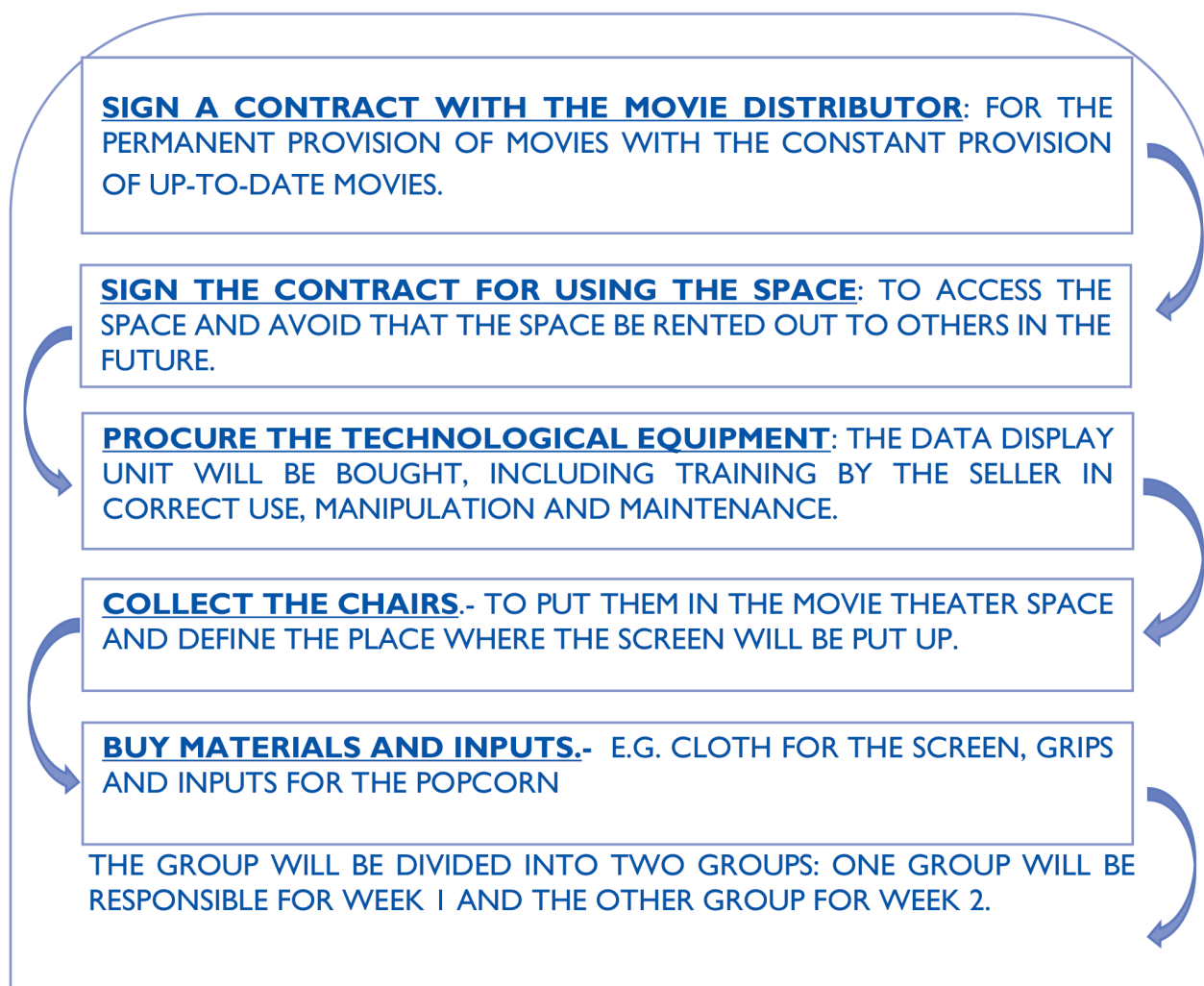
Questions	Factors
1. My customers are:	<p><u>CHILDREN (BOYS AND GIRLS), ADOLESCENTS, YOUTH, ADULTS AND FAMILIES.</u></p> <p>The customers of movie theaters are a varied public, of all ages. It is important to keep in mind that by offering different film genres, from children's entertainment to terror movies, different types of moviegoers will be interested.</p>
2. They need:	<p><u>A GOOD SERVICE AND GOOD MOVIES:</u></p> <p>The project is adequate for people with prior training or experience in the sector, and who love the so-called seventh art.</p> <p>The person responsible for receiving the customers will be a dynamic individual with an extroverted character in order to establish a good relationship with customers.</p> <p>Besides watching movies, the moviegoers will receive information about topics that are useful in their daily life (sexual and reproductive health, values, etc.).</p>
3. They buy this product every:	<p><u>FRIDAY, SATURDAY AND SUNDAY:</u></p> <p>We have chosen these days of the week because these are the resting days of customers.</p>
4. They buy the following quantity	<p><u>HIGH:</u></p> <p>During the week, the families watch two to five movies and so we think that people will be attracted by this place since there are no other amusement centers in the sector and there is no competition in the zone. The nearest movie theater is in the city center, which is very far away, with a lot of traffic. We offer a movie theater and a space for reflection in the zone.</p>
5. They buy:	<p><u>POOR QUALITY CDs</u></p> <p>At present, the customers buy many CDs in the peasant market but of a poor quality. Sometimes the CD is not the movie mentioned on the label, sometimes the CD is of a very poor quality or there is no movie on it. These problems cannot be checked when buying the CDs since the shops selling these poor-quality CDs do not have any equipment to reproduce the CD.</p>
6. They buy this product because:	<p><u>THERE ARE NO OTHER PLACES TO SPEND YOUR FREE TIME</u></p> <p>In the zone, there is only one sports field where the men play while the women stay at home most days. Therefore, we want to open a movie theater in the area where the whole family can spend its free time. Moreover, in this space we will disseminate information and knowledge that is useful for their children and that can help prevent some problems such as sexually transmitted infections. Hence, the business also helps the community.</p>

THE RESOURCES NEEDED TO START MY BUSINESS ARE AVAILABLE AS FOLLOWS:

DESCRIPTION AND CHARACTERISTICS OF THE PROVIDERS

RESOURCES NEEDED	PROVIDERS (Name and address)	CONDITIONS OF SALE	ADVICE OFFERED
DATA DISPLAY	SIATEMS SOUND	New equipment, price includes taxes	Correct use and maintenance of the data display system
RENTING A SPACE	Local lady Mrs. Virginia	Rental of a space, including water, electricity and toilets	Rules for using the movie theater space
INDIVIDUAL CHAIRS	Fathers and mothers	Monthly rental of chairs	None
EXTENSION CABLE	Hardware store "LA TUERCA"	Sale includes taxes	None

I. THE PROCESS TO BE FOLLOWED TO HAVE THE PRODUCT OR SERVICE IS:





ADVERTISING.- THROUGH INTERNAL AND EXTERNAL DECORATION OF THE SPACE, AND THROUGH ADVERTISING INAUGURATION TO THE PUBLIC.

MOVIE PROJECTION.- THE DIFFERENT MEMBERS OF THE GROUP WILL TAKE TURNS IN SELLING TICKETS; OTHER MEMBERS WILL DISTRIBUTE THE POPCORN, AND OTHERS WILL ACCOMMODATE THE MOVIEGOERS. YET ANOTHER GROUP MEMBER WILL BE RESPONSIBLE FOR PROJECTING THE

**TO SELL, I WILL FOLLOW THE FOLLOWING STRATEGY.
THE PRODUCT IS:**

Audiovisual movie projection using a data display and loudspeakers so that our customers could enjoy this service, watching movies and at the same time watching awareness-raising videos on different topics.

PRICE:

The price will be Bs. 5 for children, adolescents, youth, adults and the elderly. For every ticket bought the customer will receive a medium-sized bag of

snacks

TERM – MY PRODUCTS WILL REACH THE CUSTOMER AS FOLLOWS:

We will rent a space near the school which is a very busy area in the sector. The projection will be very clear, in a dark room so as to ensure quality images, with a clear sound and comfortable seats so people could enjoy themselves during two or more hours.

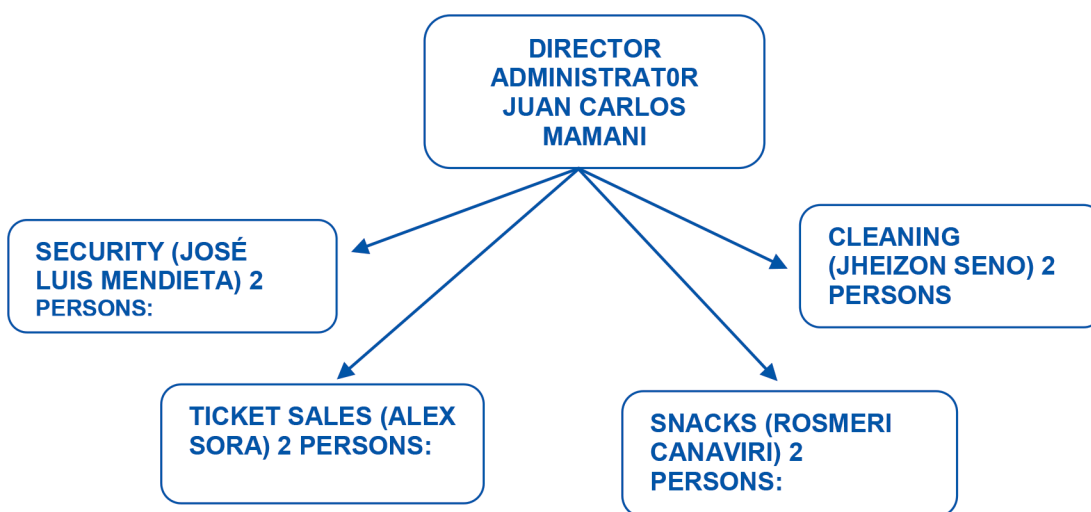
PROMOTION – THE WAY IN WHICH I WILL MAKE SURE THE CUSTOMERS KNOW AND BUY MY PRODUCT:

Advertising will be at certain times, by distributing fliers. Without doubt, the word of mouth marketing method will be the most effective method in the Victoria Diez and Ángel Baspineiro schools. Satisfied customers will repeat the experience and bring in more business.

THE ACTIVITIES I WILL CONDUCT TO ACHIEVE THIS ARE:

Activity	Time		Approximate expense
	FROM	TO	
PRODUCT: ACTION, COMEDY, DRAMA AND INFORMATION ABOUT SEXUAL AND REPRODUCTIVE HEALTH AND THE VALUES OF LIFE.	17:00	20:00	160 Bs.
PRICE: CHILDREN, ADOLESCENTS, YOUTH AND ADULTS: 7 BS.	August	December	20 Bs.
SPACE: APPROXIMATELY 50 PERSONS IN A RENTED SPACED THAT IS EASILY ACCESSIBLE	August	December	80 Bs.
PROMOTION: DISTRIBUTION OF FLIERS IN THE COMMUNITY TO INVITE THEM TO COME TO CINE MIX INFORM THE COMMUNITY WITH FLIERS AND VERBALLY, INFORM ALL STUDENTS IN THE SCHOOL.	August	December	60 Bs.

2. MY BUSINESS WILL BE ORGANIZED AS FOLLOWS:



The group has 16 members, which will be divided into two groups and which will take turns. The two groups will work every other week , i.e. they will work one week and rest the next week.

3. EL DINERO QUE NECESITO PARA OBTENER MI PRODUCTO O

We expect to sell 600 tickets per month for 12 movie sessions (3 times per week), i.e. a minimum of 50 tickets per session.

5. THE MONEY I NEED TO OBTAIN MY PRODUCT OR SERVICE IS: PRODUCTION COSTS

INDIRECT COSTS PER MONTH	COST IN Bs.
ROOM RENTAL	100
ELECTRICITY	30
WATER	20
RENTING CHAIRS / FURNITURE	50
FLIERS AND TICKETS	80
TOTAL INDIRECT COST PER MONTH	280
TOTAL INDIRECT COST PER UNIT	0.47

Note: We intend to sell 600 tickets per month, with two projections per day at different times. Every projection will be attended by 25 customer as a minimum but the room has the capacity for more customers. Every day we will sell 50 tickets, i.e. 150 tickets in three days.

DIRECT MATERIAL COSTS PER PRODUCT

RAW MATERIAL	UNIT COST Bs.	QUANTITY PER PRODUCT	COST OF RAW MATERIAL PER PRODUCT (Bs.)
VIDEOS	20	24 units	480
POPCORN	60	11.5 Kg	60
OIL	8	2 liters	16
GAS	25	1 unit	25
SALT	0.70	2 units	1.40
TOTAL			584.40
COST OF RAW MATERIAL BY UNIT			0.98

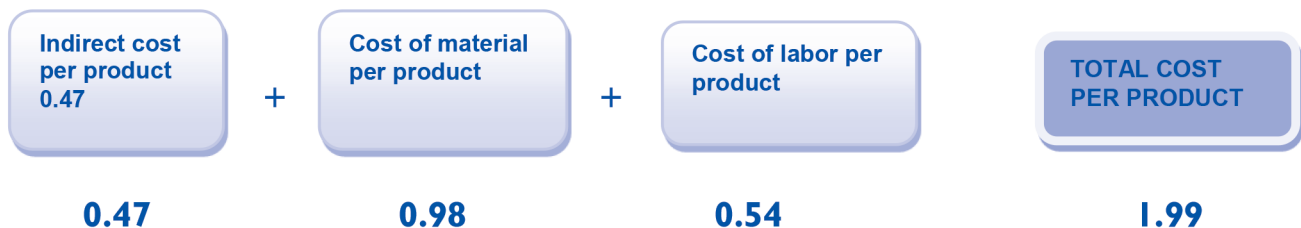
DIRECT LABOR COST PER PRODUCT

ACTIVITY	COST (per hour of work)	HOURS OF WORK PER PRODUCT (time/activity)	DIRECT LABOR COST PER PRODUCT
SECURITY	6.00	3 hours	18.00
TICKET SALE	6.00	¼ hour	1.50
SNACKS	6.00	¼ hour	1.50
CLEANING	6.00	½ hour	3.00
PROMOTION	6.00	½ hour	3.00
TOTAL			27.00
TOTAL EXPENSE FOR ONE MONTH			324
LABOR COST PER UNIT			0.54
<p>Note: The expense per day of personnel, keeping in mind the minimum salary, will be 27 Bs . and 324 Bs. per month, i.e. for three days a week and 12 a month.</p>			

THE INDIRECT COSTS PER PRODUCT ARE:

$$\text{Indirect Cost per Product} = \frac{\text{Total indirect costs per month}}{\text{Number of products produced per month}} = \frac{280}{600} = 0.47$$

TOTAL COST PER PRODUCT



The total cost per ticket is 1.99 Bs.

**MY PROFIT PER TICKET SOLD WILL BE:
PRICE-SETTING PER PRODUCT**

PRODUCT AND/OR SERVICE	A	B	C
	TOTAL UNIT COST	PROFIT	SALES PRICE
Movie projection	1.99	3.01	5

Note: Selling all tickets at Bs. 5, my profit will be 3.01 Bs. per ticket.

**THE QUANTITY OF PRODUCTS I HAVE TO SELL TO COVER THE COSTS:
BREAKEVEN POINT**

$$\text{Breakeven Cost} = \frac{\text{Indirect Costs}}{\text{Sales Price} - \text{Indirect Costs}} = \frac{280}{5 - 1.52} = \frac{280}{3.48}$$

= 80.45

I would have to sell 80.45 tickets per month to recover my monthly costs.

NOW I CALCULATE THE MONEY I NEED TO START WITH MY BUSINESS

PRE-INVESTMENT EXPENSES	TOTAL COST	SOURCES OF FINANCING		
		OWN CONTRIBUTION	DEBT WITH THIRD PARTIES	SAVE THE CHILDREN
Data display	1,850.00			1,850.00
DVD		300.00		
Furniture and Fixtures	280.00			160.00
Raw material	584.00			181.00
Licenses and permits	60.00			60.00
TOTAL	2,774.00	300.00	0.00	2,774.00

Note: There will be no training for projecting the movies, so the 400 \$ will be used in the business.

ANNEX 14

FORM: EMPLOYMENT PLAN

NAME:	
AGE:	
MUNICIPALITY:	
AREA OF INSERTION INTO THE LABOR MARKET:	

SELF-ASSESSMENT

What skills, knowledge or virtues have I developed?	Where did I learn them?
OF ALL SKILLS LISTED:	
Which ones do I like most?	
What is it I do best?	

KNOWING MY SKILLS AND CAPACITIES, I INTEND:

For the coming years: (defined term)

I intend to achieve the following objective:

ACTIVITY	RESOURCES (What I need or what I have to prepare)	COST (money, time, effort)	TIME (in how much time will I do it)
1.			
2.			
3.			
4.			
5.			

Other alternative: (Another alternative if the activity cannot be accomplished)

Table of integration:

What do I want to accomplish with my Occupational Project?	
Why?	
For what? (short, medium and long-term objectives)	
Where?	
How?	
When?	
With what?	



ANNEX 15

EXAMPLE OF AN EMPLOYMENT PLAN

NAME:	Hugo Fernando Colque Bobarin
AGE:	20 years old
MUNICIPALITY:	Potosí
AREA OF INSERTION INTO THE LABOR MARKET:	Gastronomy

SELF-ASSESSMENT

What skills, knowledge or virtues have I developed?	Where did I learn them?
I have developed the following skills: 1.- Kitchenware management 2.- Barbecuing meat 3.- Preparing buffets 4.- Fish	Fautapo Gastronomía

OF ALL SKILLS LISTED:
Which ones do I like most?
Preparing buffets
What is it I do best?
Preparing breakfast buffets

KNOWING MY SKILLS AND CAPACITIES, I INTEND:

For the next: 2 years
I intend to achieve the following objective:
Work in the best hotels or restaurants and be known as the best

ACTIVITY	RESOURCES (What I need or what I have to prepare)	COST (money, time, effort)	TIME (in how much time will I do it)
1.- Get more training	Participate in training	1500 Bs.	8 months
2.- Send my CV	Prepare my CV	200 Bs.	2 months
3.- Know different ways for preparing buffets	Have direct contacts with hotels	1000 Bs.	5 months

TABLE OF INTEGRATION:

What do I want to accomplish with my Occupational Project?	Gain experience and have contacts to get a better job and finally work in the best hotels and restaurants of Potosí.
Why?	Because I love gastronomy which is a good way to earn an income.
For what? (short, medium and long-term objectives)	To improve my income, complete my training, find a job and be known and hired by the best hotels or restaurants of my city.
Where?	City of Potosí or any other place where I may be needed
How?	By sending my CV to hotels and restaurants that need personnel, by making contacts.
When?	In the coming months, as soon as possible.
With what?	With the skills and capacities I have and the contacts I will make.



ANNEX 16

CALL FOR THE COMPETITIVE FUND

I. Background

Adolescents have the capacity to transform the conditions of risk and hazard in which they live to build a better future in accordance with their needs. In Bolivia, adolescents have few opportunities to develop and channel their capacities. There are no programs in which youth can express their opinions freely and democratically and youth are not part of consultative and decision-making processes in their families and communities. Moreover, they suffer social discrimination (because of the way they dress, the way they think, their culture, etc.) by other groups in society. Aside from these aspects, there are limitations on the exercise of their rights to sexual and reproductive health, the compliance of their responsibilities as citizens and their capacity to solve their own problems.

However, the children and adolescents have capacity to overcome their difficulties and turn them into opportunities.

Over more than ten years of experience in the development of educational, social and business programs, Save the Children in Bolivia (SCB) and its partners CEMSE in Sucre and El Alto, CISTEM in El Alto and OFPROBOL in Santa Cruz have developed, tested and broadened successful methodologies that demonstrate that vulnerable and excluded children and adolescents have the potential to transform themselves into social players. The main strategies developed by SCB and its partners are the development of alternative spaces for participation, training, prevention, productive use of free time, integration and intercultural dialogue, with the aim of encouraging the active participation, decision and action of groups of adolescents in these topics.

Thus, SCB and its partners seek to encourage organizations of adolescents to generate social and productive initiatives that replicate the knowledge acquired in the training phase for the benefit of other adolescents. Therefore, the adolescents and youth who participated in the training workshops of the project “In my present and my future, the decision is mine” are called to participate in the second competition **“Time to get to Work: Proposing and Doing”**.

They can submit proposals under the following categories:

SOCIAL PROJECTS: Projects prepared in the field of Sexual and Reproductive Health which are aimed at sharing knowledge with other adolescents and youth about this topic. The implementation of these projects will be financed with \$us 350.

ECONOMIC PROJECTS: Business Plans prepared by AY with the purpose of starting up an income-generating business so the entrepreneurs would become part of the labor market. These projects will be financed with \$us 400, \$us 50 of which will be used for technification of a group participant and the remaining \$us 350 to buy the necessary inputs or tools to start with the business.

The number of initiatives selected by municipality and by area is:

Number of initiatives selected by Municipality

Municipality	Total number of organizations per municipality	Social projects	Total no. of social projects (1st round. June 2014)	Total no. of social projects (2nd round. Dec 2014)	Total no. of economic projects
El Alto - Senkata	11	7	4	3	4
El Alto - Ballivian	11	7	5	2	4
Oruro	13	7	5	2	6
Sta. Cruz	11	7	5	2	4
Potosí	14	7	5	2	7
Sucre	10	5	3	2	5
Total	70	40	27	13	30

Minimum requirements to be met by the participants

- 1) Have participated in the three components of the full training cycle (personal empowerment, sexual and reproductive health, and productive empowerment)
- 2) Youth organization whose members participated in the training cycle (articles of incorporation or other document accrediting creation)
- 3) Aged 13 to 23 years old
- 4) Groups made up of men and women (mixed). The number of participants per group is a minimum of 18 for social projects and of 12 for economic projects.

2. Minimum requirements to be met by the proposals

1. Address one of the topics covered in the training cycle (sexual and reproductive health, personal empowerment or economic productive empowerment)
2. Adequately justify the need for implementation of the initiative
3. Define the time and place of implementation
4. The proposed initiative or project has to be clear and organized according to the format provided
5. Defined budget
6. A letter of teachers, local or communal authorities, school boards or parents to accredit the commitment to support development of the proposal-initiative, as per the format provided
7. Every proposal has to present an idea of sustainability of the project over time.

3. About the Evaluation Committee: Creation and Roles:

The Evaluation Committees are made up of:

1. Representatives of adolescent organizations,
2. Representatives of fathers and mothers,
3. Municipal and departmental health and education authorities, school boards, etc.,
4. Municipal government authorities in charge of economic and productive development or officials of non-governmental organizations working in the field of entrepreneurship, and
5. A representative of Save the Children International.

Composition of the committee can vary in the different municipalities and according to the needs and interests of the AY organizations.

The committee's central function is to revise and evaluate the proposals of initiatives of the adolescents in Sexual and Reproductive Health and in Personal, Economic and Productive Empowerment. This requires defining the best possible way to get organized, i.e. defining the roles, the meeting days for evaluation and finally, continuous and close follow-up of implementation of the adolescents' initiatives.

4. Evaluation of the adolescents' proposals – initiatives.



The proposals will be forwarded to the evaluation committees, which will receive a copy of the different projects and review the proposals based on the following criteria:

FOR SOCIAL AND ECONOMIC PROJECTS:

1. The proposal has to encourage a replication of the knowledge acquired among peers
2. The proposal has to be innovating
3. The proposal should not use methodologies or activities that produce anti values (e.g. selling alcohol)
4. The proposal has to promote one of the components of the project.: 1. The exercise of sexual and reproductive rights, contraceptive methods, teen pregnancy, sexually transmitted infections, HIV, gender-based violence; 2. Innovating economic initiatives that generate an income and that promote insertion into the market. In both cases, the proposal will be granted an additional score if it is shown to be sustainable
5. The provided formats have to be used, for social projects and for economic projects (business plan).

ANNEX 17

OVERVIEW OF PLANS AND PROJECTS SUBMITTED FOLLOWING THE CALL

N°	NAME OF ORGANIZATION	NAME OF PROJECT	SCHOOL/FA MILY	NAME OF REPRESENTATIVE	N° OF MEMBERS			SCORE	ACTION AREA	BUDGET in Bs.	Product	End
1												
2												
3												
TOTAL ECONOMIC PROJECTS										0,00		
6					0	0	0					
7												
8												
TOTAL SOCIAL PROJECTS										0,00		
TOTAL ECONOMIC + SOCIAL PROJECTS										0,00		

ANNEX 18

MATRIX TO EVALUATE THE SOCIAL PROPOSALS SUBMITTED BY AY

COMPONENT: SEXUAL AND REPRODUCTIVE HEALTH

NAME OF PROPOSAL:

DATE OF EVALUATION:

EVALUATOR:

PLEASE ASSIGN A SCORE FROM 1 TO 10		SCORE:	
		LOW: 1-3	
		MEDIUM: 4-5	
		HIGH: 6-8	
		EXCELLENT: 9-10	
EVALUATION CRITERIA		SCORE	OBSERVATIONS
I. CRITERIA FOR ACCEPTANCE OF THE PROPOSAL			
1	The proposal addresses one of the topics mentioned in the training cycle (sexual and reproductive health and/or personal empowerment)		
2	The group of adolescents has met the requirement of participation in the training cycle		
3	Accreditation of the commitment to support development of the proposal-initiative, with a letter from teachers, local or communal authorities, school boards or parents, who commit to support project implementation		
II. TECHNICAL CRITERIA OF THE PROPOSAL			
1	Adequate justification of the need for implementation of the initiative –Extent to which the proposal identifies the threats it says it will face and the proposals to face them		
2	The extent to which the proposal is consistent with the priorities of		

3		the Call (sexual reproductive health; teen pregnancy, HIV/AIDS, contraceptive methods, communication for sexuality, etc.)		
		Coherence between the objectives, the methodology and the work plan:		
		- Clarity and pertinence of the methodology and possibility to achieve the objectives within the planned times and with the expected results		
4	4	Partners and beneficiaries:		
		The extent to which the representative stakeholders who should be involved in the proposal are identified.		
	5	Innovation:		
	25	- The extent to which the proposal presents variants as regards current approaches to address the identified problem.		
6	6	Replicability:		
		- The extent to which the project methodology and activities could become a model to solve similar problems in other schools.		
7	7	Sustainability (ANALYZE IF APPLICABLE)		
		Social. The extent to which the project plans to continue contributing to other adolescents and youth		
Total Score				

MATRIX TO EVALUATE PRODUCTIVE PROPOSALS

NAME OF PROPOSAL:

DATE OF EVALUATION:

EVALUATOR:

PLEASE ASSIGN A SCORE FROM 1 TO 10		SCORE:	
		LOW: 1-3	
		MEDIUM: 4-5	
		HIGH: 6-8	
		EXCELLENT: 9-10	
EVALUATION CRITERIA		SCORE	OBSERVATIONS
I. CRITERIA FOR ACCEPTANCE OF THE PROPOSAL			
1	The proposal is prepared according to the format provided and contains all information required.		
2	The group of adolescents has met the requirement of participation in the training cycle		
3	Accreditation of the commitment to support development of the proposal-initiative, with a letter from teachers, local or communal authorities, school boards or parents, who commit to support project implementation		
I. TECHNICAL CRITERIA OF THE PROPOSAL			
1	The extent to which the proposal identifies the opportunities for undertaking the business. The idea is clear and well-defined and responds the questions What? and For who?		
2	The extent to which the developed proposal coincides with the areas identified in the market study or business initiatives related to the areas identified in the study in their municipality.		
3	Evaluation of the Business Plan		

	Clarity in the study of the competition, the customers and the providers.		
	The degree of organization of the group members of the business initiative.		
	The degree of profitability of the business initiative. The costs and income are well-determined.		
	The degree of commitment to conduct the business initiative. The participants' own contribution to financing.		
4	Innovation: The extent to which the proposal presents variants in terms of approaches to satisfy the needs and access the market.		
5	Sustainability a. Financial. The extent to which the proposal includes possibilities of continuity based on own resources or resources from own sources. b. Environmental. The extent to which the project will contribute to avoid degradation and the reduction of environmental resources.		
	Total Score		

ANNEX 19

MINUTES ON THE DECLARATION OF WINNERS IN THE BUSINESS COMPETITION

On in the municipality ofat hours
.....in an ordinary meeting of the Interinstitutional Committee made up of
..... an evaluation was made of
the proposals submitted by groups of adolescents for the Competition “Time to get to Work:
Proposing and Doing”, as per the attached criteria.

Following the evaluation, the following organizations are declared winners in the component on
Sexual and Reproductive Health:

NAME OF ORGANIZATION, SCHOOL OF ORIGIN, NAME OF PROJECT

On the other hand, the following organizations are declared winners in the component on
Economic Empowerment:

NAME OF ORGANIZATION, SCHOOL OF ORIGIN, NAME OF PROJECT

The winners are to be informed accordingly.

Signature Committee members

ANNEX 20
PROJECT IDENTIFICATION AND FOLLOW-UP SHEET

I. PROJECT IDENTIFICATION									
NAME OF PROJECT				Potosí	PI				
NAME OF ADOLESCENT ORGANIZATION				Sucre	S1/S2/S3/S4/S5/S6/S7				
NAMES OF PEOPLE SUBMITTING THE PROPOSAL	Detail the names of all members of the organization			El Alto	EA1/EA2/EA3/EA4/EA5/EA6/EA7				
Responsible Adolescent Leader:				Santa Cruz	SC1/SC2/SC3/SC4/SC5/SC6/SC7				
Telephone/Mobile Phone				Oruro	O1/O2/O3/O4/O5/O6/O7				
RESPONSIBLE INSTITUTION - PARTNER				Component: SRH / EFE		SRH			
RESPONSIBLE TECHNICIAN				Signature					
RESPONSIBLE SUPERVISOR				Signature					
Follow-up dates:	1	2	3	4	5	6			
II. PROJECT IMPLEMENTATION : FOLLOW-UP									
Overall Objective									
Results									
Activities to be conducted to achieve the results. Activity 1	MONTH 1	MONTH 1	MONTH 2	MONTH 2	MONTH 3	MONTH 3	MONTH 3	MONTH 3	MONTH 4
	First Half	Second Half	First Half	Second Half	First Half	Second Half	First Half	Second Half	First Half
Activities to be conducted to achieve the results.	MONTH 4	MONTH 5	MONTH 5	MONTH 6	MONTH 6	MONTH 6	MONTH 6	MONTH 6	

ANNEX 2 I

LIST OF AREAS FOR WHICH THERE IS THE GREATEST LABOR DEMAND, IDENTIFIED PER MUNICIPALITY BASED ON THE LABOR MARKET STUDY

EL ALTO	ORURO	POTOSI	SUCRE	SANTA CRUZ	
Garment making	Garment making	Textiles and garment making	Textiles and garment making	Garment making	
Textile Products	Metal mechanics	Mining	Tourism	Carpentry	
Gastronomy	Tourism	Tourism	Gastronomy	Installation of household gas connections	
Food and beverages	Gastronomy	Gastronomy	Fast Food	Dressmaking	
Carpentry	Dressmaking and cosmetics	Fast Food	General Trade	Gastronomy	
Jewelry making	General Trade	Handicrafts	Mobile phone repair	Tourism	
Metal mechanics	Application of systems: Computer science		Application of systems		Sales
					Mobile phone repair
					Application of systems: Computer science

LIST OF POTENTIAL AREAS FOR ECONOMIC INITIATIVES BY MUNICIPALITY

EL ALTO	ORURO	POTOSÍ	SUCRE	SANTA CRUZ
Services	Gastronomy	Tourism	Gastronomy	Gastronomy
Animation children's parties	Fast Food (hamburgers)	Spanish tour-guide	Fast Food (hamburgers, guinea-pigs)	Fast Food (hamburgers)
Waiter work	Textile screen printing	Garment making	Trade	Confectionery
Decoration for parties	Decoration for parties / balloon art	Textile screen printing	Bijouterie (collars, bracelets, earrings)	Pastry-making
Nail painting	Nail painting	Gastronomy	Animation children's parties	Nail painting
Gastronomy	Make-up	Fast Food / Pastry-making	Mobile phone repair	Garden maintenance
Pastry-making		Animation children's parties		Dressmaking for dogs
Garment making		Decoration for parties / balloon art		Mobile phone repair
Textile screen printing		Piñata making		

ANNEX 22

SOCIAL PROJECT REPORT FORM FOR SEXUAL AND REPRODUCTIVE HEALTH PROJECTS to be conducted by the AY

I. General Data.

Name of youth group	Identification of the group
Members of the youth organization	List of group members, including the grade they're in at school, their age and signature
Mission and Vision of the youth organization	The mission and vision underlying creation of the group
Place of origin of the group	Detail the area of influence of the group
Contact person	Complete name of the person responsible of the group or of the designated group leader
Name of a representative of the parents and/or guardians INVOLVED	Complete name of an adult and his/her phone number.
Address	Meeting place or headquarters
Phone number	
Email	

2. Project Data

Name of Project	Identification of the project. The project name has to be related to the central project objective and/or the activity.
Scope of the project: Geographical area of the project	Delimitation of the zone, neighborhood, school, etc. where the project will be implemented
Execution time	Project start and end date (6 months)
Beneficiaries Reached	The number of persons benefiting from the actions undertaken (number)
Local stakeholders involved	Specify the allies of the initiatives and how they will contribute to the project.
Total project cost	Include the estimated reference amount of the initiative (fill out the attached budget format)

3. Report on project implementation

1. Description of the overall results achieved	Describe the general result achieved				
2. Beneficiaries reached	Describe who benefits from the project and how (detail the numbers):				
		Men	Women	Total	How did they benefit (in what activity)
	Children				
	Youth				
	Adults (parents)				
Authorities					

4. Principal Activities

Activity	Achievements (achieved with this activity)

Main Obstacles

Problems (What problems have we found?)	Why did the problems happen?	How were the problems overcome? (the solution provided by the group)

Lessons Learned

- ✓ What have we learned from implementation of the project?
- ✓ What have we learned from the obstacles?
- ✓ What would I not do again?

5. RESULTS ACHIEVED

No	OBJECTIVE PROPOSED	RESULTS PROPOSED	INDICATORS ACHIEVED	MEANS OF VERIFICATION	LESSONS LEARNED
1					
2					
3					
4					

6. BUDGET EXECUTED

Activity (according to the activity matrix and the timeframe)	Description of expenses	Quantity	Unit cost	Total expense	Means of verification of the expenses	Person responsible
1.1						
1.2						
1.3						
GRAND TOTAL OF PROJECT						

ANNEX 23

ADVOCACY PLAN

<p>ADVOCACY PLAN PROGRAMS AND PROJECTS</p> <p>Definition of Advocacy: Save the Children in Bolivia will conduct activities organized and designed to influence decision-making processes of local, departmental and national authorities, to work with partners and allies on all levels and conditions and to guarantee the rights of children, implement best practices and allocate the necessary resources.</p> <p>The specific objective of advocacy in years 2013-2015 is to influence policies, laws, structures, programs and budgets in order to achieve positive changes in the life of children and adolescents for the full compliance of their rights.</p>
--

<p>Strategic Thematic Area(s) of the Country (Protection, Education, Health, Livelihoods, Emergencies)</p>

<p>Name of Program/Project</p>

<p>Analysis of the Topic, Population Involved (Context RELATED TO ADVOCACY)</p> <p>Background of the present situation: has anything been done?; how is progress to date? Demographic and cultural data of the population involved. Have any activities been conducted in this area before?</p> <p><u>EVERYTHING THAT HELPS UNDERSTAND THE CONTEXT FOR ADVOCACY</u></p> <p><u>Guiding questions</u></p>
<p>Objectives of the Program/Project in Execution</p>

--

Thematic Area(s) of the advocacy (select one or various areas)	
Influence the development of new policies, strategies, lines of work, guidelines and/or statutes, etc.	<input type="checkbox"/>
Influence the improvement of existing policies, strategies, lines of work and/or statutes, etc.	<input type="checkbox"/>
Support the implementation of policies, strategies, lines of work, guidelines and/or statutes, etc.	<input type="checkbox"/>
Influence decision-making in the allocation of budgets/resources to strategic areas	<input type="checkbox"/>
Create a favorable environment for advocacy	<input type="checkbox"/>
Others (be specific, as per the areas mentioned above)	<input type="checkbox"/>

Advocacy objective and indicator of your program/project (the indicator has to be SMART)	
Objective	Indicator
Objective of national advocacy	
Objective of project advocacy	

Identification of the target public (connotation of dialogue)	
Support	Specify the persons or entities who can take direct decisions or who can directly influence the people who can decide in favor .

Oppose	Specify the persons or entities who can take direct decisions or who can directly influence the people who can decide against . 1.
Neutral / Undecided	Specify the persons or entities who do not take direct decisions but who can be influenced to decide in favor 1. MAYOR 2. COUNCIL 30% 3. UNION OF LAND SETTLERS 4. NGOs (PLAGBOL, WV, CPTS, UÑATATAWI, AOPEB) 5. OECAs (CELCCAR, UNION PROAGRO, MONTAÑA VERDE, ALTO SAJAMA)

KEY MESSAGES FOR THE DISCOURSE BY AUDIENCE (TABLE)
BACKGROUND TO PREPARE THE ADVOCACY DISCOURSE
Comparative data/supporting statistics (problem domain and conviction)
Institutional information (HSC, VMV, institutional trajectory, portfolio per year, prior advocacy, data sheet, brochures, triptychs, videos, presentation card, etc.) (responsibility of Directors and COM)
Proposal of what we want to achieve in advocacy (the underlying reasons).

Advocacy Action Plan						
Activity	Type of Audience and Level of Influence	Strategies	Allies	Resources	Person Responsible	Implementing Period
						From To
Explain the activities that will be conducted in advocacy over the project or program life.	Support, Opposition, Neutral / Undecided. - Political Leader - Personal friend - Private or public provider - Religious leaders - Media	Workshops for community mobilization (attach the PLAN if appropriate) -Forums -Lobby -Visits to other similar activities and to fairs	Allies for the advocacy objective	- Economic resources - Transportation - Meals - Equipment (Data, Laptop, etc.)		

CONTACT PERSON(S) FOR THIS ADVOCACY PLAN

- 1.-
- 2.-

ANNEX 24

Comprehensive Guide formation of Parents and Caregivers
Be constituted in a separate document to it, it goes beyond attachment

ANNEX 25

INDICATOR TABLE – PROJECT “IN MY PRESENT AND MY FUTURE, THE DECISION IS MINE”

(as per progress and execution date, August 2014)

Indicators					
Results and indicators	Description	Planned level of indicator	Level of achievement	Level of achievement in the year	Explanation or comments
Result 1					
Indicator 1	No. of AY who formulate their Personal Development Plan	3613	2186	3119	According to the Model, there are two training rounds. To date, the first round has been concluded in Module I. The result reflects the indicator achieved to date.
Indicator 2	No. of organized AY who formulate their initiative in SRH	700	0	405	405 AY (175 men and 230 women) organized in 20 groups implement their social projects in sexual and reproductive health in the first round of the competitive fund
Indicator 3	No. of youth organizations set up	6	1	6	The 5 municipalities and the two districts in the municipality of El Alto have concluded the process for setting up organizations.
Indicator 4	% of AY who exercise at least 3 positive self-care practices, with an emphasis on SRH (HIV, pregnancy and GBV)	3613 trained	2186	2785	Although this indicator will be measured at the end of the project (endline), we are following up (process) the number of AY trained systematically by the project.
Indicator 5	No. of organized AY who have Productive Plans focusing on the demands of the productive and labor markets	400	0	230	230 AY (104 men and 126 women) organized in 14 groups implement their productive plans (business plans) in the 1 st round of the competitive fund.
	No. of organized AY who have Employment Plans focusing on the demands of the productive and labor markets	200	0	305	This indicator refers to the AY who are being technified and who have an employment plan. The data can be consolidated only upon conclusion of the process when it will become clear how many AY have been inserted into the productive and labor markets.
Result 2					
Indicator 1	No. of SRH projects implemented with quality	40	0	20	These 20 social projects in SRH have been prepared and have been evaluated by the Interinstitutional Committee. Implementation is yet to start. To date, Oruro has not yet made the evaluation. Hence, the data do not take into account this municipality.
Indicator 2	No. of productive initiatives executed in accordance with quality criteria	30	0	14	These 14 business plans have been prepared and have been evaluated by the Interinstitutional Committee. Implementation is yet to start. To date, Oruro and District 6 of El Alto have not yet made the evaluation. Hence, the data do not take into account these two municipalities.

Indicator 3	No. of micro enterprises articulated to the market and/or sources of funding	15	0	0	Starts in the phase for follow-up of the incubation
Indicator 4	No. of AY with links to job centers (Ministry of Labor) / Companies	250	0	0	Starts in the phase for follow-up of the incubation
Indicator 5	No. of AY linked to jobs	200	0	0	Starts in the phase for follow-up of the incubation
Result 3					
Indicator 1	% of fathers and mothers trained under the Parent School strategy and who support the socioeconomic development process of their children	1225	0	180	Mother and fathers who are being trained systematically in the municipalities of El Alto and Sucre.
Indicator 2	No. of businesses with support and participation of the parents (80% of the total)	70 (40 SRH) and (30 EFE)	0	0	The process for support and involvement will take place throughout implementation of the social projects, the business plans and the employment plans
Indicator 3	No. of institutions (public authorities) involved in productive, or employment initiatives and/or projects in SRH of the AY (trained and involved)	197 trained	0	56	The process for support and involvement will take place throughout implementation of the social projects, the business plans and the employment plans. The number reported refers to the authorities who were trained in the Youth Law and Policy.
Result 4					
Indicator 1	No. of action plans of municipal governments that favor the exercise of economic rights and sexual and reproductive rights of AY	5	0	2	Goal of year 2014
Indicator 2	No. of municipal youth councils (or other bodies for participation, representation and deliberation) with participation of youth organizations	5	1	1	Municipal youth council of Potosí set up with support and participation of SCI
Indicator 3	No. of health services that provide quality services with the gender perspective, communal participation and interculturality	10	0	0	Goal of the second year
Indicator 4	No. of friendly spaces promoted and implemented in a coordinated effort of youth organizations and healthcare centers	10	0	0	Goal of the second year

ANNEX 26



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CASE STUDY: THE DEPARTMENTAL GOVERNMENT OF SANTA CRUZ AND THE INTEGRATED MODEL OF SCI

“Example of scaling-up and consolidation of the Integrated Model to work with AY”

The urban context and the main problems to be solved

In Bolivia, according to the most recent National Population and Housing Census (CNPV) in 2012, 31% of the total population are adolescents and youth aged between 10 and 24 years old, 1 out of every 4 of whom lives in extreme poverty.

Within this framework, according to the United Nations Population Fund (UNFPA) and based on data of the CNPV 2012, the rates of unemployment are high and are directly related to the levels of poverty; 27% of the adolescents and youth (AY) participate in productive economic activities; of this percentage, 30% of the formal workers are moderately poor, while this percentage goes up to 50% among the informal workers. Almost all people under 25 years old work in the informal sector. Based on occupational groups, 43% works as unskilled workers and 30% as street vendors. Eight percent (8%) of the school-aged AY drop out of school to help their parents maintain the family.

The AY population lacks an adequate education and technical training, which means they are at a disadvantage for insertion into the labor market, besides being at risk of exploitation and of losing their labor rights.

Moreover, they have a limited access to spaces for education and they face risk situations, e.g. unwanted pregnancies and exposure to STIs, HIV/AIDS. Pregnancies and motherhood in AY are more frequent among AY with a low level of schooling and AY who live in poverty. According to the National Youth Survey of 2008, the municipalities with the highest rates of teen pregnancy are: El Alto with an average of 83%, **Santa Cruz 71%**, Guayaramerín 76%, Riberalta 71% and Colcapirhua 74%.

According to the national Youth Survey, 70% of the teen pregnancies were unplanned even though 90% of the teenagers received information about SRH at school, in youth groups and through the media. Contraception was used by 27% of the adolescents with partners and by 35% of youth in general. Approximately 3 out of every 5 teenage pregnancies are unwanted.

As mentioned by Calderón, W. (2014), “the fertility rate among adolescents in Santa Cruz has increased from 83 per 1000 to 88 per 1000 between 2003 and 2008”, i.e. there is an upward trend as regards the number of adolescents who are mothers or who are pregnant.

The analysis by departmental capital cities and main cities shows that in Santa Cruz, the percentage of adolescents and youth who started with sexual activity from an early age (14 years) has increased notably in recent years. On the other hand, there are 56,000 cases reported per year of Sexually Transmitted Infections.

Most unwanted pregnancies are found in women aged 15 to 19 years old; 58% of these women declare that their pregnancy was unwanted.

Taking into account these alarming numbers for the department of Santa Cruz, the Departmental Youth Directorate was created to respond to these issues. This was done through the Law of 04 May 2014, Law No. 31 - Departmental Youth Law – and Departmental Decree No. 157 – regulation of the Departmental Youth Law, which defines departmental public policies to secure the rights and encourage active participation of youth.

In order to put these policies into practice, the Departmental Government of Santa Cruz - through the Departmental Youth Directorate – is promoting three programs that mainly target AY and that focus on SRH, employability and drug use.

The Integrated Model to Work with AY, proposed by SCI, was already responding to these issues in Santa Cruz. Hence, the Model was adopted immediately to respond to the social and economic interests of AY.

This project of SCI was going to be applied in other Bolivian municipalities as well, among which La Paz, El Alto, Sucre, Potosí, Oruro and Cochabamba. Considering its comprehensive approach and characteristics, the Departmental Government of Santa Cruz adopted the Model to work with AY in the department and strengthen the department’s public policies in health. Moreover, the model helped guarantee the rights and encourage active participation of the adolescents and youth.

How was the experience developed?

The experience was developed along the following milestones:

Graph No. 1 Timeline

2010	2011	2013	2014	2015
Work of the Departmental Government with AY in the capital cities of the 15 Provinces	Approval of the Departmental Law that regulates the Interinstitutional Partnership	The work in partnership with the Dep. Gov. is strengthened, and demands are received from the Provinces regarding implementation of the Model in their regions. Agreements are signed with schools and urban municipalities for future implementation.		
Work of the Departmental Government with Adolescents and Youth - AY - around different topics: SRH, Education for Life, Values, and Sexuality	Three-party partnership agreement of the Dep. Gov., SCI-SCZ and 1 school. Pilot phase for implementation of the Model (March to September)	Phase for Consolidation of implementation of the Model, reaching out to an additional 2 schools (Nov. 2013 - March 2014)	Phase for Expansion of the Model, reaching out to the urban municipalities of Vallegrande and Guarayos (March - Nov 2014)	Government Policy: the gov. undertakes to implement the Model in another 4 provinces: Portachuelo, Warnes, Montero and Buena Vista (as from Feb 2015).

Source. Own elaboration SCI - Bolivia (2014)

The Departmental Youth Directorate was created four years ago as a unique body in Bolivia - since there are no other Autonomous Departmental Governments in Bolivia that have a specific youth directorate. Since its creation, the Directorate focused on promoting Departmental Youth Law No. 31 (which was enacted by the Governor on 4 May 2011), which sets forth the public policy guidelines to work with youth, based on a diagnostic developed by UNFPA which underscored the high indices of teen pregnancy, as well as issues related to employment, education and undue drug use.

Within the framework of these results, the Departmental Youth Law was prepared, which lays down public policies to respond to the main issues. The policies were agreed on and prepared from and for youth in different spaces such as forums and meetings. The central needs identified were related to youth employment, mechanisms for insertion into the labor market, spare time and sports, undue drug use, sexual and reproductive health.

In order to address these needs, the Departmental Youth Directorate formulated three public investment programs around Sexual and Reproductive Health, Undue Drug Use and Employability, which are linked to the departmental policies.

One of these departmental policies is the policy on Health Protection, for which the Departmental Government proposes the program of “Education for life and sexuality”. Prior to partnering with SCI, this program was already being implemented, though it primarily focused on sexuality and life skills related to the International Labor Organization (ILO). The program did not work around empowerment, advocacy and business initiatives.

Although the Departmental Government organized different activities, it did not have an integrated approach and methodology to work with AY.

Within this framework, the relationship of SCI with the Departmental Government started through the Departmental Social Service (SEDEPOS) which, in the first phase of the project with SCI, invited the Departmental Government to be part of the Interinstitutional Committee. Initially, the Departmental Government supported evaluation of the youth projects. Gradually, when it had more information about the Model, common topics to work with AY were found; moreover, a three-party partnership was generated including the Secretary of Education and the Youth Directorate to adopt the methodologies and strengthen the work with AY.

“The methodology was complementary and filled the gaps of the Departmental Government’s program and so the Departmental Government decided to support execution, consolidation and sustainability of the Model. Within this framework, a three-party agreement was entered into by OFPROBOL, SCI and the Departmental Government”.

Wendy Calderón – Coordinator of the Project Education for Life / Departmental Directorate / Autonomous Departmental Government of Santa Cruz

Within the framework of the partnership, the methodology of the Model was transferred from SCI to the Departmental Government, training technicians of the Departmental Government and programming the necessary economic resources to implement the Model in different schools in the Municipality of Santa Cruz.

The first activity within the framework of the partnership was a socialization in civil society to provide information about the interinstitutional work of the Departmental Government. In this sense, different institutions, authorities and the AY were invited. The Departmental Government then received requests from different provinces in the department of Santa Cruz which were interested in being part of the Integrated Model to work with AY.

The Departmental Government then proceeded with a pilot experience, sharing the methodology with some provincial capital cities (urban areas “The Integrated Model to work with AY”, using its own human and economic resources, scaling up and consolidating SCI’s methodology.

INNOVATION – A work model with the Departmental Government to target AY on the departmental level

Based on the evidence produced by the “Integrated Model to work with AY”, it is clear that the model can be replicated. The Departmental Government of Santa Cruz now uses the model to work with AY and it is also replicating it in other urban municipalities in the department.

The main achievements are linked to the results of applying the integrated model for interventions with AY.

Integrated approach. Since the departmental government had already been working around AY issues, it decided to adopt SCI’s Model for integrated efforts with AY, i.e. to work in complementary fields to encourage education and development of the AY in a way that is useful for their life.

“The Departmental Government decided to work with this methodology of SCI, because it focuses on adolescents in a comprehensive manner, i.e. not only SRH, but also on business initiatives and labor rights. We are changing youth’s mentality, empowering them for advocacy. And we are also working with the parents ... This was an innovation because the focus was no longer on SRH alone, but also on self-esteem, youth leadership, associativity... this also caught the provinces’ attention.”

Wendy Calderón – Coordinator of the Project Education for Life / Departmental Directorate / Autonomous Departmental Government of Santa Cruz

On the other hand, the methodology is organized in phases which enables gradual empowerment of the AY, involving them so they would be the voice of their own rights and involving them also in social, productive and employment plans, so they would adopt an active and responsible attitude towards their environment.



*Illustration 1
Health fair within the framework of Module 2 in
the Cástulo Chávez school*

“The methodology empowers adolescents and youth in the field of SRH, through training. And then there are social and economic projects which are the closing step of the cycle.”

Wendy Calderón – Coordinator of the Project Education for Life / Departmental Directorate / Autonomous Departmental Government of Santa Cruz

Of the 56 municipalities covered by the Departmental Government, the initial target of the work with SCI's Model was 15 urban municipalities in the provincial capital cities, with gradual outreach from there. At present, SCI's Model is part of a public policy to work with AY in the municipality of Santa Cruz.



Illustration 2.

Periodic meetings of the Cross-sectoral Committee

In order to transfer the methodology, the Departmental Government's technical team was trained, and there have been constant work meetings to learn about the modules. One of the central characteristics of the Model is that it can be adapted to different contexts. Hence, the exercises and the activities were adapted to the context. On the other hand, the Departmental Government allocated financial resources for effective application of the methodology.

What are the impacts and changes in the AY?

The work in the partnership, combined with the integrated intervention, has given rise to immediate and lasting changes in the AY's life, with the AY being empowered so they themselves would promote their rights in health, education and employment by means of advocacy efforts. Their knowledge of SRH has been strengthened and new economic and employment opportunities have been opened to them, for the benefit of their own lives and with an impact in their environment.

“At first, the young people did not have a life project or a personal mission. They had difficulties to make their voices heard. Once they had been empowered as leaders, they started to work on advocacy. I love seeing the change in these young people they are generating change and are transforming their reality. They know about SRH and they have a greater awareness. They have created mechanisms for protection. There are still risks but the adolescents have become stronger to face them.”

Wendy Calderón – Coordinator of the Project Education for Life / Departmental Directorate / Autonomous Departmental Government of Santa Cruz

On the other hand, the youth organization has been set up with AY who participated in the Integrated Intervention Model. The organization is called Jóvenes Líderes de Santa Cruz - JOLISACRUZ (Young Leaders of Santa Cruz) and has participated in several national and departmental forums, exercising its leadership. Within this framework, the Departmental Government, OFPROBOL and SCI have provided opportunities for this organization to be consolidated and develop actions for the benefit of the members and their peers.

About the work in partnership and about being the voice

Implementation of SCI's Model has promoted partnerships, which have favored the work with AY and which have encouraged the exercise and application of their rights.

Diego Suarez participating in training with AY



*Illustration 3.
Departmental Youth Director*

Achievements

Based on the intervention through a partnership, the goals and achievements in the work with AY were doubled in the department of Santa Cruz. The Departmental Government invested around Bs 45,000 for applying SCI's Model and more resources have been programmed to ensure continuity in the coming years.

On the other hand, youth organization JOLISACRUZ has been strengthened internally and is taking steps to have its own legal capacity, which is possible within the framework of the Youth Law. Thus, it will be a youth organization acknowledged on the departmental and national levels for youth with social and productive business initiatives who are demanding their rights regarding employability, education and health.

ABOUT SUSTAINABILITY

SCI's Model, as the work methodology adopted by the Departmental Government, is part of the "Program of education for life and sexuality", (a public intervention program supported by the Ministry of Planning), which has a budget and human resources for implementation in the provincial capital cities of the department of Santa Cruz.

Since the actions of the Departmental Government and its programs are related to departmental public policies and since SCI's Model covers these topics, the work with AY will be sustainable thanks to the links with different public entities, in this case the Departmental Government of Santa Cruz. This is an example of transferring and ensuring sustainability of an Integrated Model to work with AY, proposed by SCI - Bolivia.

Sources:

- Interview with Wendy Calderon. Departmental Youth Directorate / Autonomous Departmental Government of Santa Cruz (2014)
- Program Education for life and sexuality. Departmental Youth Directorate / Autonomous Departmental Government of Santa Cruz
- Departmental Youth Law / Autonomous Departmental Government of Santa Cruz 2013

Pictures:

- Report of the project "In my present and my future, the decision is mine". OFPROBOL – SCI (2014)

• **ANNEX 27**

“The MODEL and Alejandra: a social commitment, for entrepreneurial spirits”
A SUCCESS STORY

Written by: Indira Hinojosa Ledezma
Project Implementation Assistant, Oruro
Date: 27 June 2014

Source. *Adolescents in a workshop for “economic empowerment” – Municipality of Oruro.*



Alejandra is 16 years old and studies at the Liceo Pantaleón Dalence in the urban area of the municipality of Oruro. She is in the last grade. She lives with her father, mother and younger sister. She helps with the housework and she also participates in different activities in her school. Alejandra participates in a Youth Zone at the Santa Lucía Health Center, where she is a facilitator for topics related to health and economic empowerment. She participates constantly in AY social initiatives for the benefit of AY.

Alejandra tells us that “I have responsibilities in my house, where I help to clean and cook. I also study and my goal is to go to university. But I am worried about the exam for admission. One of my other goals is to take care of my younger sister who is 12. The neighborhood and area where we live is not very safe and so I always have to take care of my younger sister”.

One of the main activities at school in which Alejandra participates is a magazine, aimed at providing guidance to AY on health: *“At school, we are making a magazine; I am part of the team. This activity takes up a lot of time. In the magazine, we provide guidance to our peers about how to take care of themselves and of their health”.*

Alejandra is a beneficiary of the Project “In my present and my future, the decision is mine”, which is being carried out in her school, and which is aimed at “Improving the exercise of the economic and social rights of adolescents and youth with a view to Living Well”. She is now at the end of the Project process because she has taken part in the three 3 Modules. When she was about to finish the 2nd Module (Sexual and Reproductive Health) she joined the Youth Zone at the Santa Lucía Health Center. *“I am part of the Youth Zone at the Santa Lucía Health Center. I enjoy being part of the Youth Zone because I learn a lot and I have learned to take care of my life, my health and many other things. It is a place where I can relax, where I can be myself, where I can be with my friends. And it has helped me in contacts with other people; I have learned to express myself, I have improved who I am.”*

The Project has had an impact on her and has motivated her to become an entrepreneur. That is why she decided to support the Project as a facilitator of the 3rd Module (Economic Empowerment) for the AY in the 5th grade of secondary school. Moreover, she participates actively in all activities programmed on her Youth Zone, which is presently preparing a Social Project to be carried out with other youth through the peer-to-peer strategy. As an active member of the Santa Lucía Youth Zone she will continue to conduct different activities to promote the role of AY as protagonists.

Leonor, Alejandra's mother, told us that *“participating in the courses and being part of the Youth Zone have helped her improve considerably her personal development”*. Her father Esteban said that *“participating in the Project is an experience for her which will help her very much”*.

The Project is working from a comprehensive perspective, primarily focusing on 3 areas: personal empowerment, sexual and reproductive health, and economic empowerment, in response to the adolescents' needs. This integrated effort has led to the creation of AY organizations, which ensures that their voices are heard by different departmental and national entities that work for adolescents and that their demands are satisfied. These entities are the Schools (UEs), the Health Centers (HCs), the Departmental Health Service (SEDES), the Departmental Directorate of Education (DDE), the Directorate of Equal Opportunities of the Vice Ministry (VIO), and the Departmental Social Service (SEDEGES). On the other hand, the adolescents' organizations participate in departmental and national levels of representation through the Adolescent and Youth platforms in which they work together with other organizations.

The Committee of the Youth Zones (adolescent-friendly spaces in the Health Centers) works in partnership with the Directorate of Equal Opportunities to prepare and review a Bill on the promotion and development of Projects and Policies for Adolescents and Youth, which will be submitted to the Departmental Assembly.

“The peer-to-peer strategy is a very good methodology that helps us reach more AY of my age and who think like I do. With them, we work on social engagement and the business spirit fomented by the Project. My friends and I will go very far; it's merely a matter of perseverance to achieve the objectives in our Personal Development Plan”, says Alejandra with enthusiasm.

Just like Alejandra, approximately another 5504 adolescents and youth, parents, institutional personnel of the municipality, and of the health and education sectors are beneficiaries of the Project *“In my present and my future, the decision is mine”*. The adolescents and youth are getting prepared to be leaders in their own integrated development, based on economic opportunities, protection, and sexual and reproductive health. The Project is financed by SCI Italy.

ANNEX 28

“In my village, people are proud of me and they encourage me to carry on” A SUCCESS STORY

Written by: Amparo Camacho
Coordinator of the Project with Bulgari-SCI, Bolivia
Date: 12 August 2014

Orlando Aulo Rapu is a happy young man of 21 years old. Orlando was born on one 28 July in Huacaraje (or Guacaraje), in the province of Iténez in the department of Beni, Bolivia. Huacaraje is located at 365 Km from the capital city Trinidad. The region where he lived and grew up before moving to Santa Cruz is tropical and humid with an average temperature of 32.5° degrees Celsius. The town has 3,700 inhabitants who are part of the Itonama ethnic group. The main economic activities in this province are cattle-breeding and subsistence agriculture – mostly wild fruit gathering -, besides hunting and fishing.



Orlando is the ninth of 13 children (6 boys and 7 girls). He went to school up to the 5th grade of primary school, after which he started to work in agriculture with his dad: sowing cassava, potatoes and maize, and hunting crocodiles and wild boars to eat. Two years ago, he migrated to Santa Cruz in search for better opportunities. He lives with his sister, her husband and their two daughters.

He wanted to return to his community immediately because he felt intimidated by life in the city. He says that *“I never left the house and I hardly had any friends”*. One day, his sister heard about the Project “Entrepreneurship in Jewelry Making: An employment opportunity for adolescents and youth” which Save the Children International was carrying out in Santa Cruz de la Sierra. She encouraged Orlando to participate. That is how Orlando started to attend the jewelry training. *“I discovered that I liked doing this very much, I feel that I am accomplishing something when I make necklaces. And I wanted to learn more. I enjoy working with silver for many hours. And I also have many new friends now who want to progress in life, just like me”*.

At present, Orlando goes to school in the morning and then works with a carpenter until 6 pm and then he makes jewelry until 9 pm in the workshop of the Youth Association. *“I love making necklaces and rings. I divide the money I make from selling rings in two parts: one part to buy raw material and the other part to help my parents and siblings. I feel very happy that I can help them”*...*“The best part of the project is that I traveled to Colombia. When the people in my village found out about my trip, they all asked me about it, it was like a dream for me. Everyone was happy for*

me. The corregidor (local authority) and the people who know me are proud of me and that encourages me to go on. Besides, I have promised the project technicians that I would make my dream of having my own business come true. I would love to have a jewelry store together with all members of the association... I will also take the jewels to my village to show them. I know people will be very happy. They have already congratulated me, because I am the first jeweler in my village, a reason for pride. All this thanks to the project. My family is also grateful to Save the Children and they want you to visit my village, I know it is a long distance but people there are very friendly. I will show you the spears we make, I will share our music with you, we will have crocodile to eat and we can fish in the river”.

This is how Orlando and another 60 adolescents and youth covered by the project “Entrepreneurship in Jewelry Making: An employment opportunity for adolescents and youth” have benefited from the comprehensive training as technicians (jewelers) in artisanal jewelry-making. Moreover, the Project has helped them get in touch with formal and informal markets.



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