



YOUTH ASSESSMENT: THE ROAD AHEAD

Volume 2: Annexes

July 2011



This assessment was made possible in part by the generous support of the American People through the United States Agency for International Development (USAID) Cooperative Agreement Number EPP-A-00-08-00006-00. The views expressed by the authors of this assessment do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

TABLE OF CONTENTS

1: YouthMap Senegal Framework..... 5

2: USAID/Senegal Assessment Scope of Work 6

3: Assessment Methodology and Implementation 19

4: Key Informants Interviewed, by Region 22

5: Youth Focus Group Discussions, by Region..... 27

6: Selection Criteria for Youth Focus Group Participants 30

7: Summary Data and Analysis on Youth in Senegal..... 32

8: Descriptive Statistics on Youth Interviewed in Focus Groups ... 49

9: Stakeholder Mapping 66

10: Focus Group and Interview Protocols 70

11: Bibliography 102

ANNEX 1: YouthMap Senegal Framework

Education and Learning	Work and Employment	Healthy Lifestyles and Forming Families	Citizenship and Engagement	Youth At Risk
<p>SUPPLY-SIDE</p> <ul style="list-style-type: none"> • Provision/quality/content of life skills, both in and out of school • Availability of formal and non-formal ed. opportunities and sufficient access vis-à-vis demand • Effectiveness of existing structures and policies for NFE and vocational educ. • Linkages between education and employment, e.g. existence of internship programs • Involvement of the community and private sector in education 	<p>SUPPLY-SIDE</p> <ul style="list-style-type: none"> • Existence of formal, informal sector employment for youth • Sectoral opportunities, labor market trends, potential for greater youth engagement • Structure of the vocational education and training system • Existence of vocational, employability, life skills training, youth livelihood and youth microfinance institutions/programs and their service delivery capacity • Ability of private sector to absorb graduates • Adequacy and relevance of curricula to labor market needs 	<p>SUPPLY-SIDE</p> <ul style="list-style-type: none"> • Provision of youth-friendly health and SRH services • Provision of health and SRH education • Youth access (and barriers) to health information and services • Areas of unmet need and major gaps • Effectiveness of existing policies, strategies, structures, programs, practices 	<p>SUPPLY-SIDE</p> <ul style="list-style-type: none"> • Existence of GOS and non-State institutions, structures, policies to address youth governance issues • Existence of GOS and CSO interventions promoting peace, stability, and development in the southern Casamance Region • Existence of civic organizations accessible to youth • Treatment of youth in criminal justice system and security sector 	<p>SUPPLY-SIDE</p> <ul style="list-style-type: none"> • Effective approaches and programs to addressing at risk youth needs • Lessons learned about psycho-social support • Existing GOS structures, policies and programs to support youth and their effectiveness/ lessons • Existing donor/ NGO/CBO youth activities and their effectiveness/ lessons • Interventions targeting youth victimized by trafficking
<p>CENTRAL FOCUS: YOUTH ASSETS, PERSPECTIVES, OPPORTUNITIES, NEEDS, CHALLENGES, RISKS Disaggregated and analyzed by: gender, language/ethnic groups, at risk cohorts, urban-rural, conflict areas, geographic regions</p>				
<p>DEMAND-SIDE</p> <ul style="list-style-type: none"> • Youth aspirations and expectations related to learning • Youth perception of utility and value-added of educ. (particularly since >50% are illiterate) • Reasons for school dropout or non-enrollment (e.g. financial, family, logistical, etc) 	<p>DEMAND-SIDE</p> <ul style="list-style-type: none"> • Youth opportunities and challenges in finding jobs • Level of optimism/frustration related to employment • Preparation of youth for work, either through formal or non-formal education and training • Reasons for training/second chance program dropout or non-enrollment • What jobs are youth interested in? (un) qualified for? 	<p>DEMAND-SIDE</p> <ul style="list-style-type: none"> • Positive/negative youth health and RH behaviors • Youth demand for and use of health and SRH services • Factors influencing decision-making and priority-setting • Level of youth health knowledge and awareness • Influence of marriage and childbearing on employment and education 	<p>DEMAND-SIDE</p> <ul style="list-style-type: none"> • Governance-related concerns of youth • Level of engagement and integration of youth in society • Sources of marginalization and disaffection, drivers of criminal activity and violence, potential for youths' destructive behavior • Motivation for and levels of youth civic participation, civic knowledge, community service • Role of youth in upcoming elections • Concerns of youth related to conflict, stability issues in the Casamance 	<p>DEMAND-SIDE</p> <ul style="list-style-type: none"> • Priorities, ambitions and frustrations of youth • Characteristics of different at risk cohorts (including out-of-school youth, youth engaged in trafficking), contributing factors that put them at risk • Needs of youth in post/current conflict areas and those dealing with trauma

ANNEX 2: USAID/SENEGAL ASSESSMENT SCOPE OF WORK

Cross-Sector Senegal Youth Assessment

I. PURPOSE

Senegal, like much of sub-Saharan Africa, has rapid population growth and a significant “youth bulge.” In addition, it is recognized that various youth cohorts are “at-risk” within Senegal’s social and economic networks, including Orphans and Vulnerable Children (OVCs), others affected by HIV/AIDS, and those victimized or affected by the 28-year conflict in southern Senegal. In order to better inform and direct U.S. Government (USG) programming for youth in Senegal, USAID is undertaking a cross-sectoral youth assessment. This assessment will build upon the theoretical framework introduced in the 2007 World Development Report, “Development and the Next Generation,” which posits that youth face major life transitions as they move from childhood dependence to adult independent decision-making in the areas of health, learning, forming families, going to work, and exercising citizenship. The assessment will include local labor market studies focusing on youth employment demand and linkages to the private sector for internships, apprenticeships, and job opportunities for young people, as well as the current supply and quality delivery of services preparing youth to meet this demand. It will explore such areas as life, business and entrepreneurship skills training, availability and relevance of vocational and technical training, youth advocacy organizations, basic education programs, and apprenticeships and internship opportunities.

The assessment will build on the findings of the International Youth Foundation’s (IYF) July 2009 youth study and conduct thorough assessments of the youth employment opportunities as driven by the market and the private sector. Results from the study will identify sectors where there is demand for employment and will lead to establishing linkages with private sector internships and potential job opportunities for unemployed youth.

Finally, the assessment will identify the issues, challenges and needs that Senegal’s youth and at-risk youth cohorts face in making these life transitions, will assess the Government of Senegal’s strategy, structures and programs for addressing these needs, and will recommend an effective USG strategy for youth in Senegal that takes into consideration current programs and the USAID/Senegal Strategy.

II. BACKGROUND

Work or “liggey” in Wolof is one of the most celebrated virtues and values in Senegalese culture. *Liggey* is a daily theme for Senegalese youth in all spheres of life, and the ability to work and provide defines one’s position and self-worth. However, despite the strong emphasis placed on work in the Senegalese culture, most Senegalese youth find themselves ill-prepared to enter the world of work—and for many of those who are prepared, few opportunities are evident. A July 2009 study, *Private Sector Demand for Youth Labour in Ghana and Senegal*, conducted by IYF and the International Labor Organization’s Youth Employment Network, states very strongly that the large gap between the skills needed by private sector enterprises and those available on the market is a strong deterrent to private sector employment, particularly with regard to youth. The study also highlights the fact that the mismatch between labor supply and demand has led to the current high under and unemployment.

The World Fact Book indicates that 42.2 percent of Senegal’s population is age 14 or under.¹ This poses a significant challenge to Senegal’s ability to employ and create productive sectors for an ever increasing number of youth approaching employment age. Viewed another way however, this “youth bulge” presents an opportunity for Senegal to build a stable economic and social future by developing programs for in- and out-of-school youth that will teach those skills most in demand by the Senegalese economy. Capitalizing on this opportunity will require a close collaboration between a range of or-ganizations and institutions including the educational system, private sector companies,

¹ <<https://www.cia.gov/library/publications/the-world-factbook/geos/sg.html>>.

municipalities, individual schools, community-based organizations, parents, and the youth themselves. Within USAID/Senegal's *Education Priorité Qualité (EPQ)* program, the team will create opportunities to bring these stakeholders together in order to ensure that activities are demand-driven (responding to local and regional needs), scalable, and build local capacity.

USAID/Senegal has supported very few youth-centered activities. The one worth mentioning is the youth job development program in early 1980s. The GOS provided continuous and high level support for the program by providing, among others, staff to run the *Centre de Formation et de Promotion des Jeunes* that offered courses in textile skills, masonry, metalwork, electricity, plumbing, drafting, and electronics. The program assessments showed that training and placing unemployed school learners into productive employment or self-employment is a valid assumption. However, much attention must be paid to the cost/benefit analysis to sustain vocational training services.

III. USAID STRATEGY IN SENEGAL

USG Program Overview

Senegal is a key strategic partner for the USG in Africa. It is a moderating voice in the Islamic and African worlds as a democratic, predominantly Muslim, but secular country. The USG considers spurring equitable economic growth and strengthening Senegal's governance capacities at all levels key to maintaining the positive, stabilizing role it plays in the region, in Africa, and in the Muslim community. Senegal has progressed significantly in the past decade both politically and economically and while it continues to compare favorably with many of the countries on the continent, over the last several years, concern regarding the Government's commitment to democratic values has grown. USAID assists Senegal to enhance the productivity of its people and, in so doing, create jobs for unemployed youth, improve access to education and health care, and further institutionalize democracy.

USAID Strategy

Education:

Over 50 percent of men and 70 percent of women over 15 years old are illiterate. USAID is determined to ensure that future generations are literate and better prepared for the global marketplace through improving the quality of middle school education (the fifth to ninth grades of Senegal's basic education cycle) and making it more accessible, especially for girls. USAID trains teachers and parents' associations as well as funding the construction of middle schools to increase access.

Governing Justly and Democratically:

While Senegal remains one of the few stable democracies in West Africa, it is increasingly becoming a highly centralized government where weak checks and balances undermine good governance. U.S. assistance will expand efforts to promote government-wide transparency and decreased executive influence on the legislature.

Peace and Security:

After more than two decades of conflict, a peace process which was gaining momentum in Senegal's southern Casamance region has recently deteriorated and there has been an increase in violence. USAID's Casamance program supports peace-building activities such as grassroots conflict resolution, peace process advocacy, and training to build local negotiation and conflict resolution skills. Additionally, USAID invests in youth as future leaders, by training young people in conflict resolution and providing them with leadership opportunities to share information with their communities.

Health:

Substantial improvements have been made in the health sector over the previous decades, including increased infant mortality and reduced material mortality. USAID seeks to further decrease child and maternal mortality and supports

healthy families through birth spacing campaigns and promoting prenatal care. In order to limit the spread of HIV, USAID worked to increase access to and use of quality health services especially for high risk and vulnerable groups. USAID also works to reduce malaria-related mortality by targeting children less than five years of age and pregnant women. Senegal is a Presidential Malaria Initiative focus country with malarial activities implemented nationwide.

Economic Growth and Agriculture:

Nationwide, 50 percent of young people have no jobs. Senegal urgently needs growth, jobs, and the capacity to produce and manufacture goods rather than just trade them. USAID helps citizens generate income from local resources, connect to markets, and manage the country's natural resources. The Global Food Security Response, launched in 2009, supports efforts to increase food productivity in Senegal and reduce barriers to the movement and procurement of food throughout Senegal and to neighboring countries. Success in increasing agricultural productivity and improved resource management will ensure economic growth and food security in rural areas.

USAID programs focus on developing the capacity of communities to recognize the causes of food insecurity and to address them by spurring equitable economic growth and strengthening Senegal's governance capacity (at the local level). As a result, agricultural production will be more greatly diversified and under-nutrition will be reduced thus addressing one of the Mission's goals of increasing growth. Through Economic Growth (EG) projects, local government and local leadership will increase their capacity to address the community member needs. The community's nutrition needs will be addressed through linkages with the Mission's existing Community Health Program and through greater crop diversification and through various nutrition messages the activity will develop. EG projects contribute to the Mission's expected results of increased food diversification and productivity. In addition, they support the use of public-private partnerships.

The EG portfolio plays a key role in the GOS Agriculture Investment Plan that is being supported by USAID/Senegal. It is an essential part of an overall effort including many other projects and programs from the GOS, US government and other donors. For USAID, many of their projects focus on the very poor which incorporate both agriculture and nutrition components. Funding for these programs comes from both the agriculture and nutrition program elements of the Foreign Assistance Framework.

Millennium Challenge Corporation (MCC):

In September 2009, Senegal signed a five-year \$540 million MCC compact award aimed at reducing poverty and investing in economic growth which includes the construction of roads and irrigation infrastructure in the Casamance and the North. To be eligible for this compact, Senegal had to demonstrate a commitment to policies that promote political and economic freedom, investments in education and health, the sustainable use of natural resources, control of corruption, and respect for civil liberties and the rule of law, as measured by 17 different policy indicators.

In addition, USAID recently undertook a Gender Assessment and has plans to undertake an Urban Assessment in July 2010. The results and findings of these assessments should also be taken into consideration during this youth assessment.

IV. PRIORITIES AND PARAMETERS

The assessment will be focused and structured according to the following priorities and parameters:

- **Youth:** Youth are defined as persons aged between 15 and 24 years old. Youth cohorts are defined as groups of youth with common characteristics. "At-risk" youth cohorts are defined as those with significant vulnerabilities, and are assumed by USAID/Senegal to include out of school youth, OVCs, and/or talibés who attend some level of schooling in Islamic "*daaras*" but are often left to beg on the streets for money. Youth affected by HIV/AIDS as well as those unemployed should be considered "at risk." This assessment should validate those initial assumptions and identify any other at-risk youth cohorts in Senegal.

- **Multi-Sector USG Priorities:** Key USG priorities for a multi-sector youth strategy include fostering livelihoods and economic growth, looking at agricultural employment, promoting family planning and reproductive health, addressing HIV/AIDS and OVC need, and promoting peace, stability, and development in the southern Casamance Region of Senegal. The assessment team will need to have a clear understanding of current USAID/Senegal programs and priorities.
- **Programming Priorities and Parameters:** Findings and recommendations should identify immediate and short-term needs and priorities for youth programming that takes into account current and planned activities (e.g., interventions that can produce results within a two-year timeframe) as well as priorities, strategic approaches, and potential activities for a medium-term (e.g. five-year) youth strategy.
- **Coordination with GOU Structures, Policies, and Programs:** The assessment itself, as well as recommended strategic approaches to youth programming, should prioritize coordination with GOU structures, policies and programs.
- **Coordination of USG Inter-Agency and Partner Efforts:** The U.S. Mission in Senegal functions using a whole-of-government approach including multiple inter-agency initiatives. It is essential that this assessment reflects the Mission's whole-of-government approach and includes coordination with the USG-funded partners engaged in programming for youth.
- **Holistic:** The assessment should offer the range of services identified by best practice youth programming, including life skills, job readiness and entrepreneurship training, financial literacy, and apprenticeships.
- **Practical:** Activities will develop the knowledge, skills, and attitudes demanded by the local and regional employment market and those necessary to identify and respond to business opportunities. Training programs will be based on experiential and interactive learning methodologies that are grounded in the local context. Skill competency standards will be established where appropriate through consultation with local employers, and national-level experts.
- **Innovative:** Youth, both in and out of school, will be engaged through a number of partners and programs including schools, local youth-serving organizations, summer camps, sports-based programming, and private sector institutions. Activities described in this section include youth-run, school based enterprises, partnerships with agricultural training programs and private sector processors, and community-based youth service projects.
- **Geographic Parameters:** The focus of this assessment should be national in scope, with particular attention to south/central Senegal and the Casamance Region.
- **Funding Parameters:** The funding parameters for the assessment itself will be identified by USAID/Washington. USAID/Senegal does not receive funding specifically for youth, and thus has no clearly set budget for the youth strategy to be developed. It is expected that the assessment team will facilitate discussions within the Mission in order to further define the funding parameters that will shape the nature of USAID's youth strategy.

V. RESEARCH QUESTIONS

The overarching research questions that the assessment will answer are: (a) What are the opportunities, issues and challenges facing youth in Senegal as they cope with major life transitions in the areas of health, education/learning, forming families, going to work, and exercising citizenship? (b) Who are the most at-risk youth populations in Senegal, and what are their unique needs? (c) How effectively has the GOS developed policies, structures, programs and partnerships to address the needs of youth, and to take advantage of their enormous potential? (d) What priorities, approaches, and programs should be included in a multi-sector USG youth strategy taking into account the current USAID Strategy and Presidential priorities such as the Global Health Initiative and the Global Hunger and Food Security Initiative, and how should this inform the development or revision of USAID's programs that benefit youth?

The assessment will respond to questions grouped into these categories: Youth Demographics and Dynamics, Growing up Healthy, Learning for Work and Life, Forming Families, Going to Work, Exercising Citizenship, At-Risk Youth, and Addressing the Needs of Youth.

Youth Demographics and Dynamics

- What are the structure and characteristics of youth cohorts in Senegal? What are the distinguishing characteristics of these youth cohorts?
- What are the most pressing challenges, risks and opportunities facing each of these youth cohorts? Of these youth cohorts, which are the most at-risk, and why?
- What are the prevailing differences between male and female youth cohorts?
- What do these youth cohorts express as their priorities and ambitions? What are their greatest frustrations? How are these ambitions and frustrations expressed?
- How much independence do youth have in making decisions and determining key issues in their lives? How do they occupy their time?
- What are the statistics on youth employment and unemployment in Senegal? What are the primary occupations of youth, and how does this vary by youth cohort and demographic?
- What youth-led and/or youth-oriented networks exist in Senegal? What are the media used by youth for information-gathering, information-sharing and communication?
- How hooked into information technology are youth in Senegal? What percentage of youth has access to computers? Internet? Mobile phones? Other forms of ICT?
- How do youth engage with broader society in Senegal, and how are they perceived?
- What are the greatest threats and opportunities facing Senegal as a result of their youth demographics and dynamics? What are priorities of the Government of Senegal, and what should be the U.S. Government priorities for youth programming?
- Are there language related differences (e.g. pular, wolof, mandangue, djola)? If so, what are they?
- Are there residence (urban vs. rural) related differences? If so, what are they?

Growing up Healthy

- What are the strengths and weaknesses in pediatric health services and health education that influence the health and health-seeking behaviors of Senegal's youth cohorts?
- Are youth-friendly services offered by the health sector; if so, what makes them youth-friendly? If not, what needs to be changed to make them youth-friendly?
- What health education coursework do they receive in school? Do the students find it helpful and adequate?
- What health education information do they receive outside of school, and where (clinics? within their families? etc.)?
- Which media have proven most effective in communicating health information to youth?
- What positive and negative health behaviors characterize Senegal's youth cohorts? Are there significant differences between youth cohorts, or between male and female cohorts?
- What access do these youth cohorts have to health information and services? What are the barriers in access to health information and services?
- Do data exist regarding youth health statistics (e.g. live births, smoking and substance abuse, mental health, disability etc.)?
- What does the available health data tell us about how youth prioritize, access and use health services? Which health services are in the highest demand? Which health services are youth actually using? What factors motivate youth to access health services? What are the primary reasons for youth not seeking health services?
- What level of independence do youth have in making decisions that affect their health? What are the factors influencing how decisions are made? What opportunities exist to enhance youth capacity to make responsible decisions and develop healthy behaviors?
- What are the health issues and needs unique to: (a) male youth cohorts, (b) female youth cohorts, (c) youth-aged

OVCs and youth affected by HIV/AIDS, (d) youth affected by conflict in southern Senegal, (e) youth in the Casamance, (f) any other at-risk youth cohorts? Are these needs being met, and if not, what are the major gaps? Where should the USG fit in?

- Are there residence (urban vs. rural) related differences? If so, what are they?
- Youth affected by HIV/AIDS.

Learning for Work and Life

- What is the participation rate of youth in the formal and non-formal education systems? How many years of formal education do youth attain? What are the survival (passing) rates to the next grade level? Attendance rates? Attrition rates?
- How do gender and class, regional, rural/urban, ethnic differences affect these same issues?
- What aspirations do Senegal youth have for their education? What do they most value about their educational experiences, and how do they feel their education has prepared them for the decisions and challenges they face in their lives?
- How do students score on learning assessment measures? What differences are there between girls and boys?
- How do parents perceive the importance and relevance of the formal and non-formal education programs their children participate in?
- Are there daara curricula? Are “life skills” being taught in the daaras?
- What is the education profile of the various youth cohorts in Senegal, and how do their education level and profile influence their other distinguishing characteristics?
- What are the formal and non-formal education opportunities available to youth in Senegal? What factors determine who takes advantage of these opportunities? What percentage of youth access such opportunities, and how does this influence patterns of employment?
- How do the supply-side and the demand-side characteristics of Senegal’s formal education system shape the education profile of Senegal’s youth, and their employment opportunities?
- How well is Senegal’s education system faring at providing the basic academic and life skills necessary to serve as a foundation for future employment? At what age are basic academic skills (literacy and numeracy) consolidated?
- Are the life skills that affect youth’s social engagement (i.e., leadership and communication skills, critical thinking, creativity, constructive problem-solving, etc.) addressed either in the national curriculum or out of school? Are there adequate opportunities for youth to build and use these skills? Do the skills address GOS/USG priorities?
- What are the causes for non-enrollment in school, and what is the profile of youth who have never attended school? What experiences and/or non-formal education opportunities have been most valuable to them in preparing them for their work and life?
- What are the structures, policies, and opportunities exist for vocational education and/or other types for non-formal education? What is Senegal’s success at using non-formal education to generate employment opportunities? Where are the gaps?
- How is the community involved in decision making in the education of youth? How is the private sector involved?
- Are there residence (urban vs. rural) related differences? If so, what are they?_
- What models have been used in Senegal to create or strengthen linkages between education and employment? Do meaningful internship/work study opportunities exist? What have been the challenges, and what lessons learned that should inform USG programming?

Forming Families

- Which actors are involved and what factors influence when young men and women in Senegal become parents? What are the dominant norms or social expectations for when and how this important life event will occur?
- What do the available data indicate about trends in forming families in Senegal? What data trends are specific to youth and the youth cohorts identified in this youth assessment?
- How do youth themselves perceive of this important life event? Are there significant differences in perspective between youth cohorts and/or along demographic lines? Is there a significant generation gap in how this life event is perceived?
- How adequate are the policies, programs, or social mechanisms in place in preventing negative reproductive health outcomes among youth (risky behaviors, early/unintended pregnancies, malnutrition of young mothers, closely spaced births, etc.)?
- How do youth in Senegal build life skills in areas related to forming families? What sexual and reproductive health knowledge, positive antenatal and postnatal health behaviors, and parenting skills are taught through the formal education system? What other programs/practices exist to spread information, knowledge and skills in these areas?
- Are there gender differences? If so, what are they?
- How effective are programs in place to educate youth on HIV/AIDS? What gaps are there in providing comprehensive support to young people's knowledge, decision-making, and positive HIV/AIDS-related behaviors for themselves, their partners, and their children?
- How accessible to youth and "youth-friendly" are health care services related to reproductive health, family planning, maternal and child health, sexually transmitted diseases (STDs) and HIV/AIDS, nutrition for mothers and children, and antenatal and postnatal care?
- What do available data tell us about young Senegalese knowledge and use of reproductive health and other family-oriented services? What are their patterns and preferences in use of contraceptive methods, and what challenges do they have in accessing them?
- What do youth perceive as the ideal family size, and how does this vary by demographic? What level of independence do youth have in decision-making around family planning and reproductive health? Are there approaches that have proven effective at empowering young men/women to make responsible life choices in these areas?
- What communication strategies and programming approaches have proven most successful at supporting youth in the area of reproductive health and family planning? What lessons have been learned regarding effective gender-specific approaches?
- How do marriage and childbearing decisions influence young people's employment and other life trajectories? Do programs exist for young parents who are interested in pursuing ongoing education or employment opportunities?
- Are there residence (urban vs. rural) related differences? If so, what are they?

Going to Work

- Do Senegalese youth believe they can find employment within their region? What are their main opportunities/challenges in accessing employment? What is their level of optimism for finding employment that will allow them to achieve economic security and support a family?
- What access do youth in Senegal have to information about opportunities in the job market? Which communication methods have proven most effective at addressing this need?
- In what sectors of the local economy are youth engaged? How does this vary by youth cohort, gender and/or other demographics? What are the characteristics of these economic activities? How do they define or influence other characteristics of Senegal's youth cohorts?
- Which sectors show the greatest potential for youth engagement, both in terms of involving new youth and increasing benefits for youth already involved? From what sectors are new economic opportunities most likely to emerge in the short, medium, and long-term?

- What are the drivers that determine youth employment opportunities?
- How do youth already participate in family livelihood activities?
- How (and how well) does Senegal’s education system provide the foundational skills for employment and/or entrepreneurship? Are youth able to access vocational education, apprenticeships, school-to-work programs, internships, livelihood development programs, or other programs aimed at building employment skills? Do the employment opportunities available to youth provide them opportunities to further develop their human capital?
- What vocational, employability and life skills training institutions/programs exist in Senegal? What is the capacity of these institutions/programs to deliver services? What has been the role of the private sector in determining their curricula? How relevant are these curricula to the existing/projected labor market? Has the private sector absorbed program graduates?
- What second chance youth livelihood programs exist in Senegal, and who do they target/benefit? How effective and sustainable are they? What are the issues faced by these livelihood programs, and what are lessons learned/recommendations for addressing them?
- What opportunities and challenges does the private sector have in working with youth in general, with the youth cohorts identified in this assessment, and with “at-risk” youth? What services exist that connect potential employers to adequately trained youth?
- What youth livelihood assets and capabilities exist (social, human, financial, physical)? How do these differ for male and female youth?
- What youth microfinance programs and institutions exist? Do they employ youth? What youth credit solidarity groups exist? What “in-kind/physical” credit facilities exist? What opportunities and challenges are faced by youth in accessing credit and building savings?
- To what extent are youth moving between rural and urban areas and/or migrating to other countries or regions to find employment? What opportunities and issues does this raise?
- How does government regulation of the labor market support or weaken youth employment opportunities? What policies exist in Senegal to protect against abusive child labor, facilitate young people’s entry into the labor market, and encourage youth employment?
- What is the structure of the vocational education and training system? How effectively is the system managed?
- How effectively are youth graduates placed in formal and informal employment?
- What kind of support is available to youth in conducting livelihood activities?
- What is the sector that employs the most important part of youth (uses Senegal’s youth labor)?

Exercising Citizenship

- Give an overview of the governance structures affecting youth in Senegal, including formal, informal, community level and traditional governance structures. Are there mechanisms or space for youth participation in governance structures at the national/district/local levels?
- What are the governance-related concerns of youth in Senegal, and the specific youth cohorts identified in this assessment?
- Is the government addressing these issues? Does government have the capacity to respond to youth needs? What institutions, structures, and/or policies has the GOS set up to address youth governance issues? How effective have these been?
- Which non-state actors are engaged in addressing youth governance issues? What youth advocacy or youth-serving organizations exist in Senegal? Nationally? Locally? How—and how effectively—do they function to advance the priorities of youth?
- What is the level of engagement and integration of youth in Senegal society? Are there specific sources of marginalization and disaffection, and how can these be countered? How active are youth in peace-building, particularly in southern Senegal and the Casamance?

- What is the level of youth civic participation (voting rates, attendance at public meetings or discussions)? What is the level of civic knowledge amongst youth? Do youth understand how policy is made and how they might influence it? To what extent do youth feel part of Senegal’s policy-making and decision-making bodies?
- Are youth active in politics (campaigning, attending political events, running for office)? Are there youth wings or special youth-centered activities within political parties? If so, how effective are they? Do barriers exist with respect to youth participation in politics?
- What role is youth expected to play in Senegal’s upcoming elections? How is this perceived by the government and the various political parties? Are there youth-related risks or issues of particular concern during the run-up or aftermath of elections?
- Are there civic organizations that are accessible to youth? Do they have access to community or national service opportunities? Do they volunteer regularly? What motivates youth to participate in these activities?
- What challenges and opportunities do youth experience in their civic engagement? How do these challenges differ by youth cohort, gender, and/or other demographics?
- To what extent are youth engaged in crime? What are the drivers of criminal activity, and what types of crime are most common among youth? What programs have been put in place to combat youth crime?
- To what extent are youth engaged in politically motivated violence? How has this violence been manifested, and what are the projections for the future? What programs have been put in place to address political disaffection and/or politically motivated violence?
- What is the nature of youths’ relationship with the security sector (police and military)? How do they perceive official impartiality and the rule of law? Encounters with corruption? To what extent have youth been involved in the criminal justice system (i.e., arrest, prosecution, incarceration) and how does this involvement relate to levels of disaffection?
- What human rights support programs are in place for the youth? Do any of these programs address the specific needs of the “at-risk” youth cohorts identified in this assessment?
- Are there residence (urban vs. rural) related differences? If so, what are they?

At-Risk Youth

- Who are the most “at-risk” youth in Senegal, and why? What are the factors that place them at risk? What unique needs do these “at-risk” youth cohorts have, and what approaches have proven to be the most appropriate and effective at addressing these needs?
- When looking at USAID’s OVC-focused programs from a youth perspective, how well is the Mission addressing the needs of this particular “at-risk” youth cohort? What could be done to improve our strategies and programs to ensure an even greater impact?
- More broadly, are HIV-affected youth an “at-risk” group? If so, how is this manifested? What are their unique needs, and what strategies are recommended for addressing them?
- If one were to consider young women as an “at-risk” group, what approaches are recommended for addressing the specific issues that put them at risk?
- What are the unique needs of youth in the post/current-conflict region of Casamance? Which strategies for addressing these needs have/have not worked? Which have been demonstrated to be most successful, and why? At this point in time, what are the most urgent priorities?
- Given that youth in southern Senegal and Casamance have faced trauma, what are the lessons learned about psychosocial support and whether/how it should be integrated into youth programming?
- Are youth in the Casamance an “at-risk” group? If so, how is this manifested? What are their unique needs, and what strategies are recommended for addressing them?
- What is the recent experience and future potential for youth to engage in violence or other antisocial or destructive

behaviors? What issues are the most highly charged for youth? How do various youth cohorts perceive violent/non-violent means of expression?

- What is the level of vulnerability of the different “at-risk” youth cohorts? What are the potential risks for Senegal if the needs of these cohorts are not addressed?
- Are there residence (urban vs. rural) related differences? If so, what are they?

Addressing the Needs of Youth

- What structures, policies and programs has the Government of Senegal created to support youth? How effective are these efforts? What opportunities exist for the USG to support the GOS’s youth strategy?
- What other donors, international and local non-governmental organizations (NGOs), and community-based organizations (CBOs) are active in youth-centered activities in Senegal? What have been their experiences and accomplishments? What lessons learned and/or recommendations do they have for potential USG youth programming? Are there areas where the USG should look at partnering with these organizations?
- What service providers and other institutions address the needs of youth in the different areas categorized above (growing up healthy, learning for work and life, forming families, going to work, exercising citizenship) and/or address the needs of at-risk youth?
- What are the orientation, capacity, and quality of these services? What are the opportunities and implications for potential USG intervention/collaboration in these areas?
- How might USG programs most effectively target young populations and at-risk youth in Senegal? What sort of multi-sector approach would best maximize programming efficiency and impact? What strategic approaches and specific activities are recommended?
- What are the potential weaknesses and risks inherent in these recommended approaches/ activities? Who would/would not benefit from such approaches? What development hypotheses and critical assumptions underpin the recommendations?
- Are there residence (urban vs. rural) related differences? If so, what are they?

VI. RESEARCH METHODOLOGY

The assessment will employ research methodologies with sufficient rigor to generate actionable answers to the research questions within the resources and timeframe available for this effort. USAID, through the EQUIP 3 mechanism, has invested in the development of youth-focused resources including a 54-page “Guide to Cross-Sectoral Youth Assessments.” This guide provides valuable recommendations on developing an assessment framework, examining country data by sector, mapping USAID sector programs, engaging youth and learning about their perceptions and experiences, learning about perceptions and experiences of other in-country stakeholders, and developing findings and recommendations. This guide should serve as a foundational tool for the development of research methodologies to be used in the Senegal youth assessment.

A research design based on rigorous research methodologies should be proposed, including a mix of qualitative and quantitative methodologies. Principles of participatory, respondent-driven sampling should guide the research process to increasing levels of detail and focus.

Key components of the research methodology should include:

- **Youth-Centered and Participatory Methodologies:**

The assessment should actively engage youth as participants throughout the research design, data-gathering, and analysis. Engagement of youth is a key objective of the assessment, and both qualitative and quantitative youth engagement approaches are required. Participatory methodologies are mandatory, and should include diverse participant samples to create a nuanced picture of youth development from multiple perspectives.

- **Engagement of Multiple USG and GOS Stakeholders and Partners:**

The assessment should take into account the U.S. Mission’s whole-of-government approach and GOS leadership in addressing youth issues. Information-sharing and engagement of GOS stakeholders, USG Agencies and USG-funded partners should be a priority from the outset. Opportunities should be created for input into the assessment design, the data collection process, and the vetting of assessment recommendations.

- **Multi-Sector Teambuilding:**

The youth assessment will explore linkages between sectors that support youth development, but also those instances where such linkages present challenges. The assessment team will work with USAID sector teams to map its current and planned programs and how these affect youth. This mapping exercise will allow the assessment team to work with each sector in detailing its programs and developing strategies to effectively address youth populations.

- **Literature Review and Secondary Data Collection:**

A large body of recent and relevant research exists on youth in Senegal, the context and background of youth programming within various sectors, and methodologies for multi-sector youth assessments. USAID will assist in compiling known materials and the assessment team should set aside sufficient time to review the literature before field work begins. Once in-country, the assessment team should seek to identify, collect and incorporate additional secondary data sources wherever possible.

- **Focus Group Discussions:**

It is expected that systematic youth focus groups will be the core approach for primary data collection and participatory assessment.

- **Key Informant Interviews:**

Primary data collection through focus group discussions and surveys should be complemented and expanded using structured interviews with key informants, such as youth-serving organizations, service providers, educational and training institutions, private sector stakeholders, government officials, and donors.

- **Actionable recommendations:**

The youth assessment will be structured in close partnership with USAID and lead to provide practical, evidence-based recommendations for the U.S. Mission in Senegal. These recommendations must be based on valid conclusions drawn from the assessment data and vetted within a group of key stakeholders that include young people.

- **Strategies to strengthen local government and community organization capacity to support youth policy and development:** Specifically, the assessment will determine if the local government and community resources available to support youth development.

- **Life, employability, business and entrepreneurship skills training:**

Equipping young people with a range of life skills that help in-school youth stay in school and both in and out of school youth acquire the education, professional skills, employment readiness, and confidence they need to succeed in life and in the workplace is an outcome of the assessment. Training in life skills, entrepreneurship, market opportunities, agribusiness, and community based service projects should be addressed in the assessment.

VII. TEAM COMPOSITION

USAID/Senegal must review and approve the team composition prior to the commencement of the assessment. The assessment team will include American and Senegalese professionals with expertise in youth assessments and youth programming for the various issues touched by this assessment. The assessment team will be led by a senior specialist with at least 15 years of experience in youth development, field research methodologies, and multi-sector youth assessment. Experience in West Africa is required, with a preference for prior experience in Senegal. This Team Leader will be complemented with an appropriate mix of professionals with collective expertise in relevant sectors. We are looking for three people from the United States and one person from Senegal skilled in the following areas:

- Gender Coordinator
- Education and Workforce Development Coordinator
- Youth Coordinator (in conjunction with RTI team)
- Monitoring and Evaluation Coordinator

In forming the entire team—which may also include individuals not described above—it is required that Senegalese expertise be included to ensure the appropriateness of the research design to the Senegalese context, to facilitate the identification of and interactions with local stakeholders, and to expedite fieldwork. It is also essential that the team incorporate youth into all aspects of research design, data collection and analysis, and developing strategic recommendations.

USAID will be closely involved with the assessment and considered part of the extended team. In addition to reviewing and approving assessment deliverables, USAID may also contribute personnel to guide the strategic focus of the assessment, strengthen sectoral expertise, and/or interact with relevant stakeholders within USAID, the donor community, and the Government of Senegal.

VIII. DELIVERABLES

- Work Plan
- In-briefing Presentation
- Facilitated Briefings of Mission Staff and Partners
- Out-briefing Presentation
- Assessment Report
- Contact List

IX. ANTICIPATED TIMEFRAME

	Week 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Work plan drafting												
Instrument design												
Field research												
Data analysis												
Preliminary presentation												
Final report drafting												
Submit draft for USAID/Senegal review												
Final presentation												
Final report submitted												

The deliverables are the following:

- **Work Plan:**

The team leader will prepare a work plan the first week after award. The work plan will include a discussion of the methodology, analytic plan, deliverables and composition of the team. Draft data collection instruments will be included as annexes.

- **Draft Evaluation Report:**

IYF will submit a draft report to USAID/Senegal for review and recommendations. This report will build upon the preliminary presentation and present more finalized findings and recommendations. Any suggestions for revision will be included in the subsequent, final report.

- **Final PowerPoint presentation:**

A final presentation will be delivered that will include a summary of the full and final results of the assessment, discuss the implications of these results and present the team's recommendations.

- **Final report:**

A final assessment report will be the primary deliverable. The report will provide a concise summation of the current literature on youth development in the country, all research findings, a list of indicators on which the assessment was based, and recommendations for future programming. The recommendations will be a substantive section of the final report and will provide concrete and detailed strategies for implementation. They should be presented by sector and take into consideration current programs and suggestions for future interventions. Recommendations will be based on the data analyzed in the assessment and vetted among a cadre of youth who have been included in the assessment activities. Recommendations will emphasize the cross-sectoral focus of the assessment, highlighting those areas where innovative linkages can be made between health, education and workforce development.

- **Stakeholder workshop:**

Upon the completion of the study, a workshop will be held to present the findings to the stakeholder community consisting of local governments, schools, and community organizations.

X. ESTIMATED BUDGET

Core funding for this assessment will be identified and communicated by USAID/Washington.

ANNEX 3: ASSESSMENT METHODOLOGY AND IMPLEMENTATION

Desk Review of Documents and Existing Data

Literature Review: As part of the assessment preparation, the YouthMap Senegal team reviewed:

- Descriptive and analytical literature on demographic, economic, and social issues and trends affecting Senegalese youth.
- Documentation on relevant USAID and donor-funded projects; programs and services of relevant GoS entities and of local/international NGOs. Such documentation included program reports, evaluations, and planning documents.²
- Findings of the youth labor market study conducted by FocusAfrica on behalf of YEN and IYF in 2009, which highlighted sectors where there is demand for employment.
- Findings of the recent, rapid youth assessment conducted by the Research Triangle Institute (RTI) under the EPQ program, as well as the recent urban and gender assessments conducted for USAID.

Quantitative Data Review: The assessment team also reviewed sources of quantitative data including the last nationally representative household survey (ESPS 2005/2006), the last Demographic and Health Survey (DHS 2005), and other key sources containing analysis of quantitative data. **At the time of the writing of this report, data from the new national household survey and DHS and were not yet available.**³ Existing national household survey and DHS data including poverty, inequality, education, and labor indicators for the youth population were analyzed to generate descriptive statistics not already available in the literature. Indicators were disaggregated by region, rural/urban, gender, age cohorts, employment status and sector, education level, and other factors. Summaries of the literature review and data analysis, describing the macro-picture of Senegalese youth, are included in other sections of the report.

Sampling Strategy

Key Informant Interviews: The respondent sample for key informants consisted of individuals most informed about specific aspects of youth conditions in Senegal and/or who manage youth-oriented programs in the country. Key informant interviews included a sample of respondents from the **public, private, civil society, and donor sectors:**

1. The public sector sample included national-level GoS and Ministry officials and representatives of public agencies. At the regional and local levels, the sample included local government representatives such as deconcentrated Ministry officials and municipal leaders.
2. The private sector sample included representatives of companies, employers, employment agencies, and business owners in the formal and informal sectors, as well as representatives of private sector associations.
3. The civil society sample included leaders and representatives of NGOs and community-based organizations (CBOs), including representatives of USAID-funded and other donor-funded projects, as well as heads of private educational/training institutions, researchers, academics, and other youth influencers.
4. The donor sample included representatives of bilateral and multilateral donor agencies.

Sample of Youth: IYF selected **purposeful** samples of youth, ages 12-30, from representative areas in Dakar, Thiès, St.-Louis, Kédougou, and Ziguinchor. The official definition of *les jeunes* in Senegal is persons aged 13-35. The sample included adolescents younger than 15 (ages 12-14) to respond to USAID's interest in middle-school age (*collège*-level)

² See Annex 11 for a bibliography of selected documents included in the literature review.

³ The DHS was conducted from October 2010 to February 2011, but **the DHS report is not yet published and the data are not yet publicly available.** The new national household survey research is ongoing. IYF will update the report or provide an addendum including the new national data once it becomes available.

⁴ Young people aged 31-35 were not included in the sample in order to narrow the scope of the assessment based on the scope of work and resources available for the study.

youth.⁴ The sample included cohorts of in- and out-of-school youth; employed, unemployed, and inactive youth; and other cohorts of youth especially at risk. Youth cohorts are defined as groups of youth with common characteristics. “At-risk” included those with significant vulnerabilities, as outlined below.

In selecting the youth sample, the team targeted representation of the following cohorts:

- In-school youth:
 - Middle school students (*collège*-level)
 - Upper secondary school students (*lycée*-level)
 - Vocational school students
 - Higher education students
- Out-of-school, unemployed youth and inactive youth⁵
- Employed youth:
 - Employed / self-employed in formal sector
 - Employed / self-employed in informal sector
- Youth at risk,⁶ including:
 - *Talibé*, street youth and trafficked youth
 - School drop-outs and illiterate youth
 - Youth affected by conflict
 - Handicapped youth
 - HIV-affected youth
 - Young women in domestic work or prostitution, those in early/forced marriages
 - Those who have committed crimes or abused alcohol/drugs

Although not randomly selected from a universal youth population, this sample was designed to be acceptably representative of the major characteristics of Senegal’s youth and fit the time and resource constraints of the assessment, allowing a modest degree of generalization to the larger youth population. The team worked with local partners and youth-serving organizations, schools, and local government bodies to recruit youth in the target cohorts.

Data Collection

Interviews with Stakeholders: The assessment team relied on individual interviews to collect data from key stakeholders, using semi-structured interview guides designed collaboratively with the local research team and pilot-tested with respondents. The purpose of these interviews was to produce detailed understanding of the Senegalese youth situation from the point of view of key stakeholders in the public, private, civil society and donor sectors, as well as information about past/current programs. Taken together, these interviews aimed to shed light on the policy and enabling environment for youth empowerment, document lessons learned, and suggest areas where increased intervention may be necessary. See **Annex 10** (YouthMap data collection instruments) for key informant interview guides.

FGDs with Youth Cohorts: The team worked with partner organizations including RTI and the Synapse Center as well as others to recruit youth respondents and schedule FGDs over the course of in-country data collection. Over the five weeks of field research, **the team conducted a total of 62 youth FGDs involving 568 youth**. FGDs included an average of 8-10 participants and lasted 90 minutes. Both a semi-structured interview guide and short questionnaire

⁵ Inactive refers to young people who are not in school, not working, and not looking for work.

⁶ Orphans and vulnerable children, those orphaned or made vulnerable because of HIV/AIDS, were a target cohort for the assessment; however, it was found that OVC are not a significant population group in Senegal given the significantly lower incidence of HIV/AIDS compared to other SSA countries.

were administered during this time period. Interviews were conducted in the preferred language of most interviewees in a group, with simultaneous translation provided as needed. The guide included a set of questions intended to elicit youth opinions on the major research questions. FGDs aimed to delve beneath initial or superficial answers and get at the less-understood dynamics of youths' lives. Facilitators sought to bring to bear multiple and even conflicting views in discussion sessions, so as to engender a deeper and more dynamic exchange on youth issues and perspectives. See **Annex 10** to view the FGD guide.

Youth voices, captured through FGDs in the five regions, were the central focus of the YouthMap assessment. The compilation of the youth focus group data was designed to provide a basic “snapshot” of youth circumstances in Senegal—in essence, to help “tell the story” of youth. The FG data and analysis were intended to reveal the interrelationships between various factors, and will ultimately be compared across all eight of the YouthMap countries.

Youth Survey: A short survey was administered to youth FG participants to provide descriptive information about youth respondents. The survey (which may be found in **Annex 10**) collected basic demographic information about the respondents, including their gender, residence, marital status, and age. Other substantive information included: years of completed schooling and level completed; work status; participation in post-schooling training and/or continuing education; and access to technology.

Training of Interviewers: The assessment team ensured that all interviewers and data collectors were trained in the uniform administration of the data collection instruments. Training was conducted in Dakar in mid-January. The goal of the training was consistency in data collection and, hence, findings of the highest validity. Training covered all key elements of the assessment, including data to be collected, data collection procedures, data recording procedures, and approach to writing up findings. Team members were trained in conducting FGDs and individual interviews and administering surveys. Interviewers were also trained to verbally obtain informed consent of key informants and youth FGD participants and ensure the confidentiality of survey/interview data.

Piloting of Instruments: In the first week of in-country field work, the assessment team recruited a small group of youth and key informants to be a pilot sample and pilot-tested the questionnaires for clarity, appropriateness, consistency, and coherence. The instruments were modified based on the results of this review of interview guides and survey questionnaire.

Data Capture: For each interview, a team member other than the lead interviewer was responsible for transcribing the interview into digital format. As permitted, the interview team digitally recorded interview sessions to assist in accurately capturing data. The audio files of sessions were stored as a back-up of the transcribed interview.

Data Analysis

Following completion of fieldwork, electronic transcripts of key informant interviews and youth FGDs were imported into qualitative data-analysis software (Atlas.ti). Analysis included four components: data reduction (i.e., open, focused and axial coding); displaying data; drawing conclusions; and verifying through data triangulation (e.g., comparing qualitative and quantitative findings). Qualitative data were analyzed using a coding system (in French) developed by an expert in qualitative analysis. This analysis enabled the team to draw conclusions from the data, note patterns and themes, assess plausibility, note relations between variables, and uncover intervening variables. IYF endeavored to protect against bias by testing and confirming findings (e.g., ensuring the basic quality of the data, checking findings by examining exceptions, and testing explanations).

Descriptive, quantitative data from the rapid youth survey were reviewed for missing information and, where possible, corrected. Data were cleaned to ensure that missing values were captured and input appropriately. Once cleaned, the data were analyzed using STATA.

ANNEX 4: KEY INFORMANTS INTERVIEWED, BY REGION

Dakar Stakeholders		
Organization	Contact	Position
AED – EDB Project	Guitele Nicoleau	Chief of Party
Agence Francaise de Development	Ibrahima Diallo	Chef De Program
ANEJ	Kafor Touré	Director
Arcelor Mittal	Cheikh Gueye	Legal Counsel
Association Senegalais d’Aide a la Formation et l’Insertion (ASAFIN)	M. Traore	Director
Banque Mondiale (World Bank)	Mamadou Ndione	Principal Economist
Centre de Promotion de la Jeunesse	Mme. Sene	Director
CFTP	Timera & Niang	Director of Studies
Chambre de Commerce	Oumy Kalsoum Thioub Gaye	Chief of Department, Business Support
CODESRIA	Carlos Cardoso	Chief of Programs
Compagnie Bancaire de l’Afrique Occidentale (CBAO)	Elhadj Diop	Bank Manager
HIV/AIDS/ONU Them. Groupe	Demba Kone	Coordonnateur pays pour l’ONUSIDA
Editions Kalaama	Nicole Gakou	President
Empire des Enfants	Mme. Anta Mbow	Founder
ETHSOS	M. Aidara	Director
Family Health International	Barbara Sow	FHI Country Director
FONDEF	Abdou Fall and Thiané Diagne	Manager – Research and Development
FNPJ	Babacar Samba	Director of Strategies & Programs
Forum Civil	Katherine Laine	Director of Administration.
GEEP	M. Mademba Ndoye	Coordinator Reproductive Health
Huawei-Technologie	Bocar Laurent Sy	Director of Human Resources
Incubateur de Femmes	Mbarou Mbaye	Director
Lycee Galandou Diouf	Oumar Diallo	Censeur
Lycee Technique Delafosse	Arouna Dionne	Director
Hotel Meridien	Moussa Dianor	Associate Director of Training
Ministère de la Jeunesse, des Sports et des Loisirs	Ousmane Seck	Advisor
Ministère de l’Education Nationale	Mafakha Toure	General Secretary
Ministère l’Enseignement Technique et de la Formation Professionnelle, Centre G15	Abdou Ba	Director
Mouvement Citoyen	Penda Mbow	Founder

Dakar Stakeholders		
Organization	Contact	Position
ONUDI	Jibril Coulibaly	Representative
Planet Finance	Adeline Dailliet	Head of Mission
Projet des Volontaires de la Ville de Dakar	Boubacar Sadio	Coordinator
Reseau International pour le Developpement et l'Aide a la Famille	M. Diop	General Secretary
Research Triangle Institute (RTI) – Projet EPQ	Isabel Dillener	Chief of Party
Research Triangle Institute (RTI) – Projet EPQ	Bilal Ndyaye	National Coordinator for Youth Opportunities
SELS	Souleymane Diallo	National General Secretary
Senegalese Ecovillage Microfinance Fund	Boubacar Sarr	Director
Sup Info	M. Leon Coly	Coordinator of Academic Programs
Talibou Dabo	Aida Bakhayoko/Baye Djibril Faye	President
TIGO	Lucien Ndong	Head of Public Relations
Touch Atout	Mme Khadjihatou Diop	General Director
UNICEF	Daniela Luciani	Specialist in Child Protection
USAID	Sacha Fraiture	Education Officer
USAID	Melissa Knight	Supervisory General Development Officer
USAID	Ousmane Sane	Senior Economist
USAID	Izetta Simmons	Health, Population and Nutrition Officer
USAID	Pape Sow	Team Leader, Education
USAID	Peter Trenchard	Director, Economic Growth
USAID	Nicole Tresch	Team Leader, Democracy and Governance
USAID/PCE	Marième SECK /Ada Diack/ Kourouma SAMMY	Administrative Director/ Specialist in Capital Access/ Rice Value Chain
US State Department	Robin Diallo	Public Affairs Officer
West African Research Center	Ousmane Sene	Director

Kédougou Stakeholders		
Organization	Contact	Position
Association Kédougou Action et Développement (AKAD)	Maroufou Toure	Coordinator
Centre Départemental d'Éducation Populaire et Sportive (CEDPS)	Amadou Ngom	Directeur
Chambre des Metiers	M. Traore	President

Kédougou Stakeholders		
Organization	Contact	Position
Etablissements Mamadou Sall	Barou Sall	Manager
Hotel Bediq Kedougou	Mme. Rodriguez	Director of Human Resources
Inspection Academique	M. Ndiaye	Associate Inspector
Inspection Regionale de la Jeunesse	M. Ndiaye	Regional Inspector
Kedougou Matériaux	Ousmane Ba	Manager
Kedougou Encadrement Orientation Homme (KEOH)	Moustapha Sylla	Manager General
Lycée Technique Industriel et Minier	M. Diallo	Director of Studies

Tambacounda Stakeholders		
Organization	Contact	Position
CEM de Gourel Diadié	Abdoulaye Sane	Principal
Groupe D'Action pour le Develop-ment Communautaire (GADEC)	Jean Jacques Diehdiou	Head of Programs
Institut Africain de Management	Pathe Mbaye	Director
La Lumiere Foyer	Assou Traore	Monitor
Lo Construction	M. Lo	Owner
Lycee Tambacounda Commune	Boure Sall	Principal
Wula Nafaa	Mamadou Ba	Facilitator

Thiès Stakeholders		
Organization	Contact	Position
Agrecol Afrique	Mme. Aissatou Drame	Head of Communications
Association rurale de Lutte Contre le SIDA	Mme. Mareme Khaire	President
Collectif des Enseignants	M. Amadou Dia	Coordinator
Complexe Sope Serigne Fallou	Mme. kine Seck	Director
Entreprise Africaine de Travaux Publics	Ass Diongue	Administrative and Financial Director
Handicap Center	Mamadou Fall	Director
Hopital de Mbour	Dr. Diaw	Head Doctor
Hopital Regional	Ibrahima Thiare	Head of Service Social
Inspection Départementale de l'Éducation Nationale de Thiès Ville	M. Tall	Departmental Inspector
Lycee Technique Agricole de Thiès	Alioune Ndiaye	Principal
Mairie de la Commune de Thiès Nord	Maberry Diakhate	Municipal Secretary
Molinos Guantina	Narssino Enrique	Director
Organisation Régionale des Activités de Vacances (L'ORCAV)	Thierno Baïla Basse	President
Resau d'Appui aux Initiatives de Development	George Faye	General Secretary

Thiès Stakeholders		
Organization	Contact	Position
Sandiara Nord / Serere	M. Sene	Chief of Village
Transrail	M. Tafsir Kane	Director of Human Resources

Saint-Louis Stakeholders		
Organization	Contact	Position
ACAPES	Abdourahmane Diallo	Coordinator
Action Éducative en Milieu Ouvert (Ministère de Justice)	Aissata Sow	Responsable du Bureau de la Liberté Surveillée et de la Protection Sociale
Agence Communale de Développement de Saint Louis	M. Demba Niang	Directeur Générale
Association Jeunes Frontières Ouvertes	Aissata Sow	Treasurer
Caisse de Sécurité Sociale	Yann Dieng	Director
Centre Régional de Formation Professionnelle	M. Amadou Seye	Head of Insertion Program
Compagnie Sucrerie Senegalaise	M. Wane	Head of Personnel
Conseil Régionale de Saint Louis	Abdoul Aziz Mbal	President
Cours Élémentaire Moyen Richard Toll IDL de Dagana	Amacodou Gaye	Principal
Delice du Walo	Mme. Diallo	Director
Ets Mactar Diaw	Mactar Diaw	Tailor
GIE Takku Ligueye Richard Toll	Binta Drame	President
Keur Khalifa Ababacar SY	Astou Coulibaly	Director
Lycée technique André Peytavin de Saint Louis	Alioune Badara Diop	Insertion Program
Mina Production	Mme. Amina Diop	Director
Mutuelle d'épargne et de Crédit UNACOIS	Mbass Hann	President
Partenariat	M. Nicolas Dupuis	Coordinator
Xippi	Mme. Fatou Fall	Coordinator

Ziguinchor Stakeholders		
Organization	Contact	Position
Association Pour la Promotion Rurale de l'Arrondissement de Nyassia	Lundi Diedhiou	Directeur
CEDPS	William Sombou	Directeur
Chambre de Commerce	Ehemba	President
Collège	Sekou Dieme	Principal
Federation Dimbaya	Salif Kanoute	Directeur
Handicap International	M. Mathiam	Chef de Projet
Hotel Peroquet	Christian Leroy	Proprio

Ziguinchor Stakeholders		
Organization	Contact	Position
Inspection Academique	Gana Sene	Inspecteur
Lycée	Gaston Diata	Proviseur
Restaurant Kassa	Papis	Gerant
Suneor	Thioun	Responsable de la Formation
World Education	Abdou Sarr	Country Directeur
Zig FM - Radio	Ibrahima Gassana	Directeur General
Microfinance Institution	Rene Diedhiou	Assistant Comptable

ANNEX 5: YOUTH FOCUS GROUP DISCUSSIONS, BY REGION

Dakar Focus Group Discussions	
Type of FGD	Number of Participants
Disabled Youth	9
Disadvantaged Youth in Technical School	12
High School Students	7
High School Students	12
Inactive Youth	11
Unemployed (with degrees)	7
Unemployed Youth - Females	5
University Students	2
Working Youth	9
Young Entrepreneurs	6
Young Girls in School	5
Young Volunteers	6
Youth in Technical School	9
Youth working in the Formal Sector	9
Total Number of FGD Participants	109

Kédougou Focus Group Discussions	
Type of FGD	Number of Participants
Female Entrepreneurs	11
High School Students - from Technical School	11
Unemployed Men	11
Unemployed Women	9
Young Miners	9
Youth Working in the Formal Sector	6
Total Number of FGD Participants	57

Saint-Louis Focus Group Discussions	
Type of FGD	Number of Participants
Employed Youth w/o Degrees: Formal Sector	13
Employed Males	12
Employed Youth - Formal Sector Teachers	6
Employed Youth w/o Degrees: Females	7
Entrepreneurs w/o Degrees	5
Entrepreneurs w/o Degrees: Mechanics	8
Entrepreneurs w/o Degrees: Tailors	9
High School Students - from Technical School	8
High School Students - from Technical School	10

Saint-Louis Focus Group Discussions	
Inactive Females	6
Middle School Males	8
Students	11
University Students	11
Young Farmers - Males	11
Youth at Risk - Forced Marriage, Abandonment	10
Youth from Rural Community	15
Youth with Microcredit	10
Total Number of FGD Participants	160

Tambacounda Focus Group Discussions	
Type of FGD	Number of Participants
High School Youth	9
Middle School Youth	9
Young Entrepreneurs - Former Talibés	9
Youth at Risk - Talibés	6
Youth in Technical School - IMA	11
Total Number of FGD Participants	44

Thiès Focus Group Discussions	
Type of FGD	Number of Participants
Employed Youth - Formal Sector	12
Employed Youth - Informal Sector/Females	8
Employed Youth w/Degrees - Formal Sector	9
Handicapped Youth	10
High School Youth - Agricultural School	17
Youth Dropouts - Females	6
Youth from Rural Area	7
Youth w/Primary Education Only - Females	10
Youth w/Primary Education Only - Males	10
Total Number of FGD Participants	89

Ziguinchor Focus Group Discussions	
Type of FGD	Number of Participants
Employed Youth - Formal Sector	10
High School Students	10
High School Students - Technical School	11
Middle School Students	10
Unemployed Men	8

Ziguinchor Focus Group Discussions	
Unemployed Women	16
University Students	11
Young Entrepreneurs	12
Youth at Risk - Conflict Affected	10
Youth at Risk - HIV Affected	3
Youth in Rural Area - working in agriculture	12
Total Number of FGD Participants	113

ANNEX 6: SELECTION CRITERIA FOR YOUTH FOCUS GROUP PARTICIPANTS

	SELECTION CRITERIA FOR YOUTH FG PARTICIPANTS
1. Middle school students	<ul style="list-style-type: none"> • Age range of youth: between 13 and 17 • Currently enrolled in and attending collège-level (junior secondary school/middle school) • Schools can be public or private
2. Upper secondary students	<ul style="list-style-type: none"> • Age range of youth: between 15 and 20 • Currently enrolled in lycée (attending a senior secondary school/high school) • Schools can be public or private
3. Vocational school students	<ul style="list-style-type: none"> • Age range of youth: between 17 and 30 • Vocational schools can be public or private or NGO-run • If possible, select students that represent various areas of study
4. Higher education students	<ul style="list-style-type: none"> • Age range of youth: between 17 and 30 • Schools can be public or private universities, business schools or polytechnic institutes • If possible, select students that represent various areas of study, but keep university students with university students, business school students with business school students, etc.
5. Employed - formal sector	<ul style="list-style-type: none"> • Age range of youth: between 17 and 30 • Select youth who have jobs in the formal sector (i.e. they receive regular wages, pay taxes, etc.); incl. self-employed entrepreneurs with formally registered enterprises • They can be employed either part-time or full-time
6. Employed - informal sector	<ul style="list-style-type: none"> • Age range of youth: between 17 and 30 • Select youth who have jobs in the informal sector, including self-employed (i.e. they don't pay taxes or receive regular wages); <i>par exemple, petites activités de commerce, microentreprise, traiteur, métier à tisser, tapisserie, broderie, chauffeur, maçonnerie, menuiserie, plomberie, peinture, plâtrerie, carrelage, autres travaux de construction, métier de chanteur, artisanat, agriculture, élevage, pêche, séchage de poisson, transformation céréalière, commerce transfrontalier, commerce ambulancier, prostitution, colportage, le teinturerie, cybercafés, ménage domestique, gardiennage, restauration rapide, vente de téléphone mobiles, autres</i> • They can be employed either part-time or full-time
8. Unemployed	<ul style="list-style-type: none"> • Age range of youth: between 17 and 30 • Select youth that are not currently working, but who would like to work and are looking for work • Unemployed focus groups will be gender-specific (i.e. females only and males only)
9. Inactive youth	<ul style="list-style-type: none"> • Age range of youth: between 17 and 30 • Youth who are not in school, not working, and not looking for work

10. At risk youth	<ul style="list-style-type: none">• Age range of youth: between 13 and 30• Risk factors include youth who have:<ul style="list-style-type: none">○ Dropped out of school, never learned to read/write○ Talibé○ Are orphans / vulnerable children (OVC)○ Committed crimes, theft, and other illicit activities○ Abused alcohol and/or drugs○ Engaged in conflict, fighting, violent behavior○ Run away from home○ Engaged in prostitution or become teenage mothers○ Physically Disabled (e.g. those in wheelchairs, amputees, born with birth defects or other impairments)• At-risk focus groups will be gender-specific (i.e. females only and males only)
-------------------	--

ANNEX 7: SUMMARY DATA AND ANALYSIS ON YOUTH

A. Summary Analysis of Existing Data on Youth Poverty

In 2010, it was estimated that there were 2,687,000 young Senegalese ages 15 to 24, comprising 21 percent of the population, and this number was expected to increase by almost 25% by 2020.⁷ Existing quantitative evidence suggests that many of them face significant challenges across a wide range of welfare indicators, including education, employment, and health. This section provides background information based on quantitative evidence on key poverty indicators in order better understand the current situation, problems, and challenges for youth in Senegal. It relies on both published statistics found in various reports as well as on further generation of statistical evidence not available previously by using the data from the last nationally representative poverty survey, *L'Enquête de Suivi de la Pauvreté au Sénégal (ESPS 2005-2006)*.

At the time of the writing of this draft report, new national household survey and new DHS data were not yet available.⁸ Analysis of key indicators in education, employment, and health are included below. Where possible, indicators are disaggregated by different socio-economic factors in order to further understand possible determinants of different outcomes.

Youth Poverty in Senegal

Important discrepancies in the incidence of youth poverty are found between different locations in Senegal. While in urban areas 37 percent and 4 percent are poor and extreme poor⁹ respectively, in rural areas these rates rise to 63 percent and 25 percent (Tables 7A1 and 7A2). Further, when looking at differences between departments, these gaps become even larger. In rural Kédougou, 77 percent of youth live in extreme poverty, meaning that almost 8 in 10 young people do not have the means to buy food to meet the necessary daily calorie intake. The next two poorest departments are rural Tambacounda and rural Ziguinchor, with extreme poverty rates of 63 percent and 56 percent respectively. The poverty gap¹⁰ suggests that the depth of poverty in rural areas (22 percent) is substantially higher than in urban areas (10 percent).

The rural extreme poor are fairly spread out across the different departments. Locations containing the largest share of the extreme poor are Fatick (8.2 percent), Tambacounda (8.2 percent), Mbour (7 percent) and Diourbel (6.9 percent). On the other hand, in urban areas the extreme poor are more concentrated in certain locations; Ziguinchor is home to the largest share of extreme poor by far with a 20 percent share, followed by Dakar and Louga (each having a 9 percent share).

The tables below also provide information on how the youth population is distributed across the different locations. For instance, the Dakar department has one-quarter of the urban youth population, followed by Pikine which is also in the Dakar *region* (22 percent). The rural population is significantly more spread out. Mbacke shows the largest share (12 percent).

⁷ Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat <<http://esa.un.org/unpd/wpp/Excel-Data/population.htm>>; Population Council <<http://www.popcouncil.org/countries/senegal.asp>>.

⁸ A new DHS was conducted from October 2010 to February 2011, but the DHS report is not yet published and the data is not yet publicly available. The new national household survey research is ongoing. IYF will update the report or provide an addendum including the new national data once it becomes available.

⁹ Poor is defined as living under the international poverty line. Extreme poor is defined as living under the country food poverty line. Both estimates use an adult equivalent scale. Unless otherwise noted, data in this section were compiled and analyzed from the last nationally representative poverty survey, *L'Enquête de Suivi de la Pauvreté au Sénégal (ESPS 2005-2006)*.

¹⁰ Adds up the extent to which individuals on average fall below the poverty line, and expresses it as a percentage of the poverty line so as to measure poverty depth.

Table 7A1: Youth Poverty Rates – Urban

	Poverty	Extreme Poverty	Distribution of the Extreme Poor	Distribution of Population - Urban
	ESPS	ESPS	ESPS	ESPS
Custom category				
Dakar	18.8	1.3	8.9	25.3
Guediawaye	36.5	1.5	2.9	6.6
Pikine	48.7	1.2	7.2	21.8
Rufisque	53.6	2.7	3.7	4.9
Bambey	63.9	11.5	1.5	0.5
Diourbel	55.7	12.9	7.2	2.0
mbacké	56.4	7.2	1.7	0.8
Fatick	58.7	14.1	2.2	0.5
Foundiougne	46.8	7.1	1.0	0.5
Gossas	54.7	1.3	0.2	0.4
Kaffrine	53.4	7.0	1.8	0.9
Kaolack	31.8	5.6	7.1	4.5
Nioro du Rip	51.8	9.2	0.8	0.3
Kolda	43.0	11.6	3.4	1.0
Sédhiou	65.7	14.6	1.4	0.3
Vélingara	44.0	8.4	1.0	0.4
Kébémér	34.2	7.8	0.5	0.2
linguere	46.1	14.6	2.7	0.7
Louga	67.2	24.5	8.8	1.3
Kanel	34.9	5.5	0.3	0.2
Matam	27.2	3.3	0.8	0.9
Ranerou-ferlo	30.9	2.3	0.0	0.0
Dagana	33.4	1.6	0.6	1.4
Podor	42.7	6.2	1.1	0.7
Saint Louis	29.6	1.8	1.7	3.4
Bakel	14.4	0.8	0.1	0.5
Kédougou	35.8	4.8	0.5	0.4
Tambacounda	49.9	4.9	1.8	1.3
Mbour	27.6	0.0	0.0	5.1
Thies	31.7	3.1	6.6	7.5
Tivaoune	22.6	1.4	0.6	1.6
bignona	54.0	6.6	1.2	0.7
oussouye	50.0	12.5	0.4	0.1
Ziguinchor	73.1	21.9	20.4	3.3
Total	37.2	3.6	100.0	100.0

Table 7A2: Youth Poverty Rates – Rural

	Poverty	Extreme Poverty	Distribution of the Extreme Poor	Distribution of Population - Rural
	ESPS	ESPS	ESPS	ESPS
Custom category				
Rufisque	19.1	0.0	0.0	1.4
Bambey	59.7	12.6	2.9	5.9
Diourbel	81.6	58.2	6.9	3.0
mbacké	39.6	8.0	3.8	12.1
Fatick	84.4	45.6	8.2	4.6
Foundiougne	63.3	15.2	1.7	2.9
Gossas	69.5	22.4	1.9	2.1
Kaffrine	58.9	20.6	6.2	7.6
Kaolack	73.6	27.3	2.8	2.6
Nioro du Rip	52.1	9.0	2.0	5.6
Kolda	82.4	46.3	5.4	3.0
Sédhiou	53.3	19.0	2.4	3.2
Vélingara	54.6	18.0	1.7	2.4
Kébémer	81.1	35.3	3.4	2.4
linguere	80.2	31.1	2.3	1.9
Louga	66.0	32.4	3.9	3.0
Kanel	47.0	12.9	1.8	3.5
Matam	65.7	24.4	1.9	2.0
Ranerou-ferlo	67.7	30.9	0.5	0.4
Dagana	37.5	4.8	0.4	2.2
Podor	49.0	18.8	3.3	4.4
Saint Louis	30.3	7.3	0.3	1.0
Bakel	74.9	31.8	2.3	1.8
Kédougou	93.5	76.8	3.9	1.3
Tambacounda	91.4	62.6	8.2	3.3
Mbour	75.5	37.6	7.0	4.7
Thies	74.7	31.1	5.2	4.2
Tivaoune	63.5	25.2	4.3	4.4
bignona	87.6	45.8	3.5	1.9
oussouye	86.4	46.8	0.8	0.4
Ziguinchor	87.4	56.4	1.3	0.6
Total	62.7	25.4	100.0	100.0

Figure 7A1 shows graphically the distribution of the population and extreme poverty by age groups in urban and rural areas. Rural and younger cohorts present larger shares of the extreme poor (and also of the population). Despite the fact that more people live in rural areas, there is a clear shift in the distribution of the population from rural to urban areas for age cohorts starting at 15-20. This suggests that an important number of young Senegalese may be migrating to urban areas at these ages.

Figure 7A1: Distribution of Population and Extreme Poverty Rates by Urban/Rural Areas

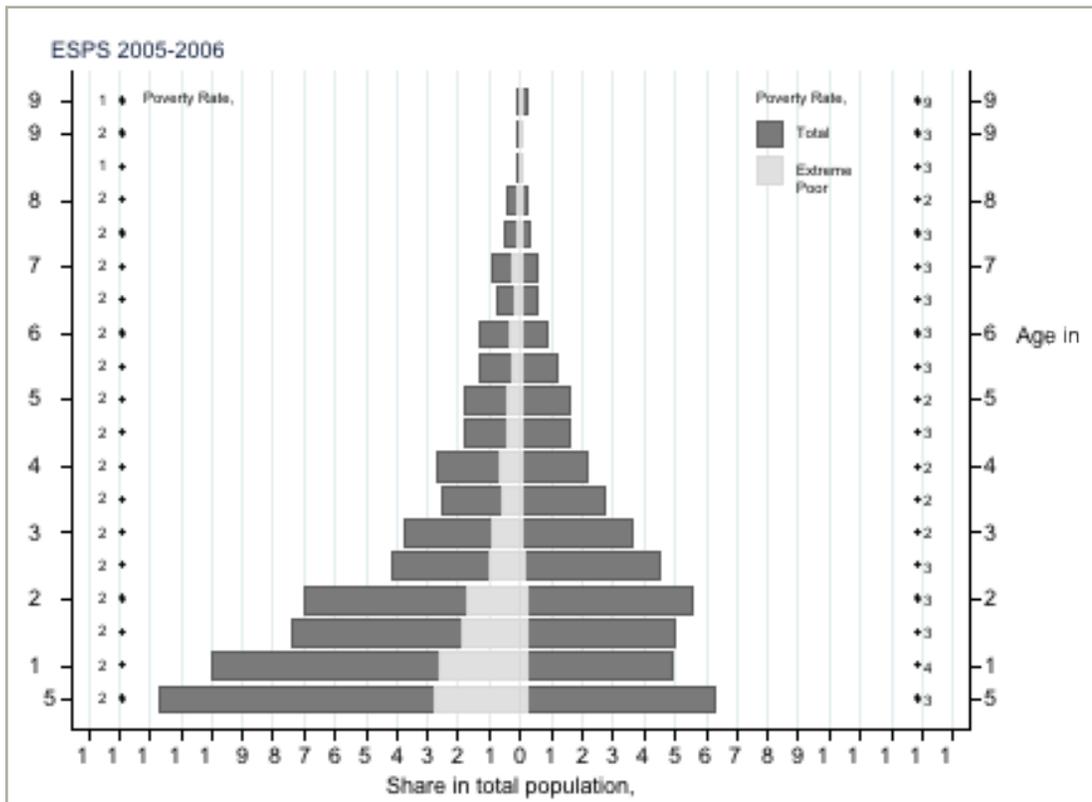
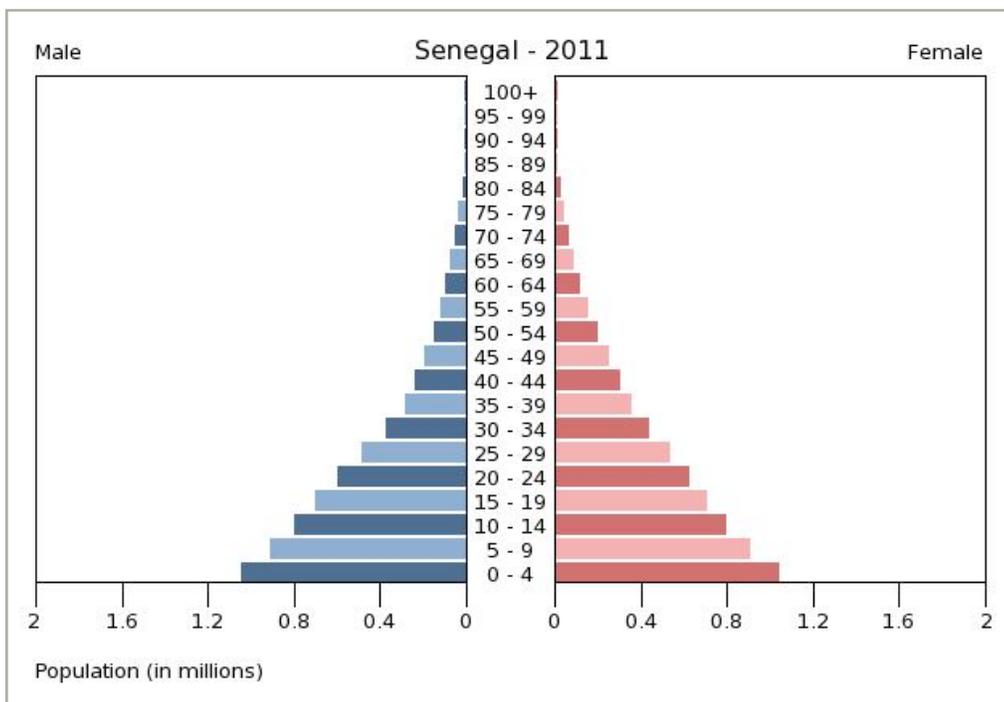


Figure 7A2: Population Estimates 2011¹¹



¹¹ US Census Bureau International Database.

Inequality

Table 7A3 shows measures of income distribution for youth. The Gini coefficient¹² is 30.85 overall and is only slightly higher for urban areas than for rural areas. The consumption of individuals at the 90th percentile of the income distribution is almost four times that of individuals in the tenth percentile. When looking at the inter-quartile range, the consumption of youth at the 75th percentile is two times that of youth in the 25th percentile. The inequality at the bottom and upper half of the distribution is not much different from each other. Again, these numbers are not much different for urban and rural areas, suggesting that even though rural individuals are significantly poorer than urban dwellers, the level of inequality within urban and rural areas is similar.

Table 7A3: Inequality in Per-capita Expenditure Distribution by Urban and Rural Areas

	Bottom Half of the Distribution		Upper Half of the Distribution		Interquartile Range	Tails	Gini
	p25/p10	p50/p25	p75/p50	p90/p75	p75/p25	p90/p10	
Total							
ESPS	1.39	1.44	1.42	1.41	2.04	3.98	30.85
Urban							
Urban	1.35	1.37	1.41	1.43	1.94	3.73	29.61
Rural							
Rural	1.41	1.42	1.39	1.39	1.98	3.87	29.57

B. Summary Analysis of Existing Data on Education

Youth living in rural areas and females tend to have significantly lower educational outcomes. In fact, 76 and 66 percent of rural females and males respectively had no education according to the 2005/06 national survey data.¹³ In urban areas, these rates were 35 and 26 for females and males respectively. Only 3.9 percent of youth had achieved secondary education or above, 17.7 percent had completed primary and had some secondary education, and 65.2 percent had some education but had not completed primary education. Nonetheless, rates based on the different age cohorts suggest that there have been important improvements over time, and the proportion of youth with no education is decreasing significantly: 11.4 percent of individuals aged 20-24 reported having no education, while only 7.6 percent for individuals aged 15-17 reported having no education.

¹² Measure of inequality that ranges from 0 to 100, with greater numbers representing a more unequal distribution of income.

¹³ L'Enquête de Suivi de la Pauvreté au Sénégal (ESPS 2005-2006).

Table 7A4: Education and Completion Rates (2005/06)

Category	No Education	Some education but than completed primary	Completed primary but than completed secondary	Secondary and above
	ESPS	ESPS	ESPS	ESPS
Urban Male	25.6	26.0	43.3	4.8
Urban Female	35.4	26.6	34.3	3.2
Rural Male	66.0	17.7	14.3	0.2
Rural Female	75.9	14.5	8.0	0.0
Barro Lee 2010 Statistics				
Age groups				
15-19 years old	7.6	64.7	28.1	0.0
20-24 years old	11.4	65.5	13.8	9.3
25+ year olds	31.3	65.4	11.7	2.3
Total	16.76	65.2	17.7	3.9

Only 51 percent of youth were literate (Table 7A5) according to the 2005/06 data. Among females living in rural areas, only 29 percent were literate. Literacy rates increased among rural males (43 percent), urban females (63 percent), and urban males (74 percent). In regions such as Tamba and Louga, literacy rates for females were only 17 and 19 percent respectively. As a whole, the lowest literacy rates were found in Diourbel (27 percent) and Matam (28 percent). It is interesting to note that while Ziguinchor represents one of the poorest regions of the country, it has the highest literacy rates in all 4 groups with an average of 78 percent.

Table 7A5: Literacy Rates by Region

	Urban Males	Urban Females	Rural Males	Rural Females	All
	ESPS	ESPS	ESPS	ESPS	ESPS
Dakar	74.8	65.3	55.5	39.3	69.2
Diourbel	50.8	32.5	27.7	23.1	27.1
Fatick	67.4	55.9	61.9	48.3	55.6
Kaolack	80.9	70.1	35.5	22.7	39.6
Kolda	80.2	60.0	55.1	29.5	45.7
Louga	82.4	64.5	28.9	19.0	33.4
Matam	58.6	33.9	28.3	23.8	28.4
Saint Louis	64.8	51.7	36.0	25.1	41.2
Tamba	75.3	54.9	33.9	17.4	34.1
Thies	71.7	62.9	57.5	45.6	59.1
Ziguinchor	89.0	71.1	88.0	58.5	78.2
Total	74.0	62.8	42.6	29.3	50.9

When comparing literacy rates of youth aged 15-19 and 20-24, the rate was higher for the younger cohort in both urban and rural areas. This is consistent with changes in education levels over time, suggesting significant improvements in literacy rates, especially in rural areas where the proportion of literates among younger cohorts is 10 percent higher than the proportion among the older cohorts.

With regard to vocational and technical training, only 0.4 and 2.9 percent of youth aged 20-24 and 15-19 respectively reported having received training (Table 7A6). For these two age cohorts, 6 and 10 percent respectively reported having been trained at work, while 93 and 88 percent reported having no training at all.

Table 7A6: Youth Training by Age Cohorts

Age:	No training	Trained at work	Had vocational or technical training
	ESPS	ESPS	ESPS
15-19	93.4	6.2	0.4
20-24	87.5	9.6	2.9

School drop-out rates are quite high. According to the ESPS 2005/06 survey, about 20 percent of individuals aged 15 to 19 had dropped out of school.

Figures 7A3 and 7A4 show the various reasons males and females voiced for dropping out of school. For both genders, by far the most important reason for dropping out of school was “failing the exam” (28 percent). The next most cited reasons were “think is useless or not interested” and work reasons (18 percent each). The different reasons reported were not much different between males and females, with the exception of “marriage” and “sick or pregnancy.” These two reasons together accounted for almost 10 percent of the reasons for dropping out of school among girls.

Figure 7A3

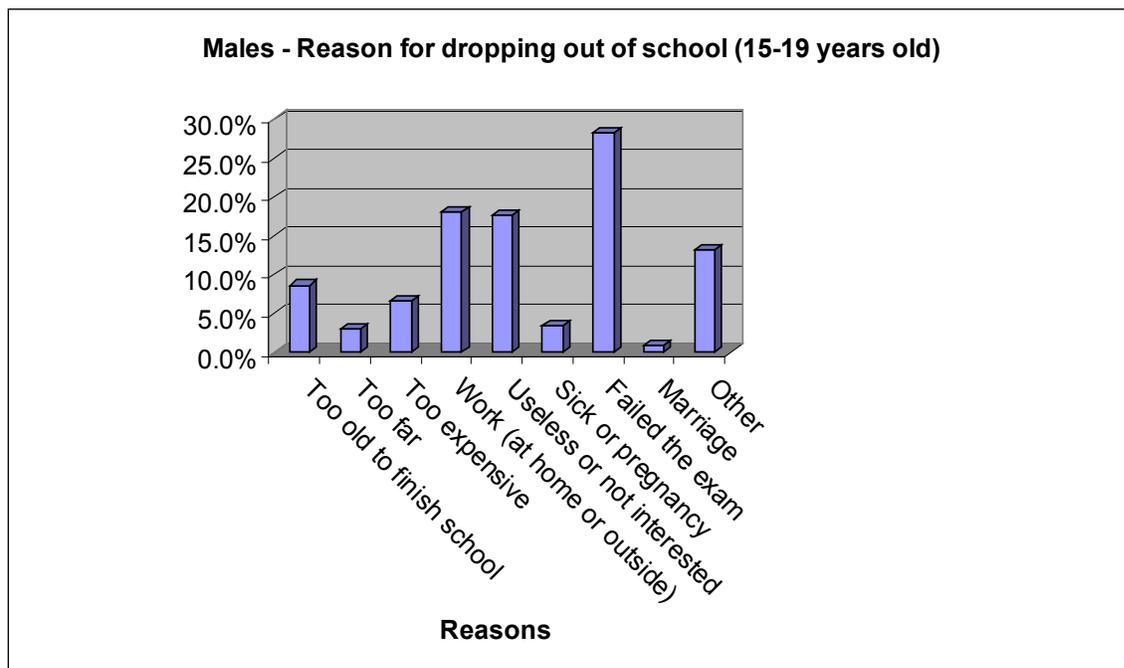
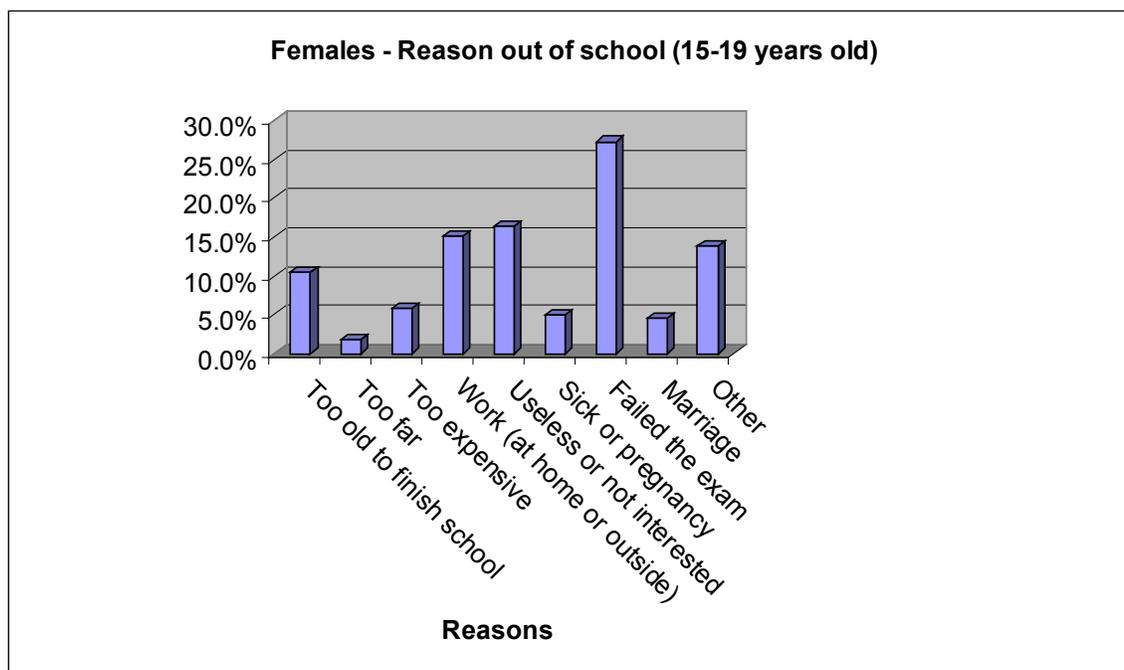


Figure 7A4



Out of School Youth

At the time of the 2005/06 ESPS survey, 69 percent of school-age individuals 15 to 19 were out of school. However, it is important to keep in mind that there have been huge improvements in access to education over time. Hence, it is expected that the new national household survey will show that youth in 2010/11 are likely to have a significantly lower rate of “no education.”

As Table 7A7 suggests, the group with the highest share of out-of-school individuals is females living in rural areas (83 percent), followed by rural males (74 percent), urban females (59 percent), and, finally, urban males (52 percent). The lowest rate of school-age individuals currently out of school was found in Ziguinchor, with 28 percent of individuals aged 15 to 19 out of school. The highest rates were found in Diourbel (87 percent), Matam (84 percent) and Louga (83 percent).

Table 7A7: School-Age Individuals Currently Out of School - 15 to 19 Years Old

	Urban Male	Urban Female	Rural Male	Rural Female	Region Total
	ESPS	ESPS	ESPS	ESPS	ESPS
Region					
Dakar	55.9	61.0	61.7	81.3	58.9
Diourbel	56.8	73.0	88.3	90.5	86.5
Fatick	36.7	47.0	62.2	72.4	64.9
Kaolack	41.0	44.2	76.2	88.0	74.0
Kolda	25.0	45.7	59.1	80.1	64.4
Louga	53.7	65.7	87.1	89.8	82.6
Matam	56.1	69.5	84.1	90.3	84.3
Saint Louis	55.1	64.8	86.7	87.7	76.7
Tamba	37.7	60.0	82.2	92.2	78.0
Thies	54.0	60.1	65.6	67.9	62.2
Ziguinchor	23.8	36.7	22.7	33.0	28.0
Wealth quintiles					
Poorest	59.7	75.4	70.5	82.9	74.8
Second	63.6	62.0	76.1	84.0	73.7
Third	58.0	65.4	74.2	84.4	71.3
Fourth	49.0	60.4	78.1	84.2	66.6
Richest	35.5	45.9	79.4	78.7	54.1
Proportion of out of school that was never enrolled in school	47.1	54.2	82.4	83.6	71.4
Total	51.5	59.3	74.2	83.0	68.5

It is interesting to note that while richer males are much more likely to be in school in urban areas, it is the opposite case for rural areas. In fact, the percentage of *out of school rural* males is eight percentage points *higher* for the richest quintile when compared to the poorest quintile. On the other hand, the percentage of *out of school urban* males is 24 percentage points *lower* for the richest quintile. For females, the wealthier are more likely to be in school in both urban and rural areas. However, this correlation is not as strong in rural areas where the difference in schooling of the richest and the poorest is only 4 percent.

In sum, while there is a positive correlation between income and school enrollment in urban areas, this correlation is negative for males in rural areas. In order to further understand why this is the case, more research is needed.

C. Summary Analysis of Existing Data on Youth Employment

Based on the 2005/06 national household survey, while 33 percent of individuals (ages 15 to 24) worked, 39 percent of them were unpaid family or apprentice workers (as opposed to 6 percent for non-youth individuals). Additionally, 37 percent of youth were inactive¹⁴ and 6 percent were unemployed. However, statistics on employment are likely to be misleading; 12 percent of youth reported being inactive because there were no jobs available. There is also evidence of underemployment, and many jobs are highly seasonal.

In general, better-off youth (richer, better educated and living in more privileged areas), were more likely to be studying and less likely to be working. Females were much less likely to work and study, and were more likely to be inactive. Inactivity also varied widely by region, with the regions of Kolda and Matam presenting the highest rates (both over 63 percent).

Ziguinchor had the lowest percentage of youth working (23 percent) but also had the highest percentage of youth studying (54 percent). Diourbel had the lowest rate of youth currently studying (9 percent). The rate of unemployment was higher among richer individuals, but again this number is likely to be misleading.

Whereas most of the working youth were in the agricultural sector (33 percent), they represented 66 percent of all the working youth extreme poor – by far the poorest group with an extreme poverty rate of 35 percent (Table A8). The second biggest occupational category after agriculture was commerce/sales, employing 17 percent of working youth, followed by manufacturing (10 percent) and domestic services (10 percent).

In terms of education, agriculture also represented by far the less educated group with a literacy rate of 29 percent and 82 percent of workers having no education. This was followed by sales/ commerce, fishing, and transportation and communication. The clearly better off group in terms of poverty and education was represented by “other small categories;” however, this represented only four percent of working youth. Lastly, there was a large share of unpaid family workers or apprentices, especially in manufacturing and domestic services. Nevertheless, being an unpaid worker partly depends on age; 30 percent of youth aged 20-24 were unpaid, whereas 55 percent of youth aged 15-17 were unpaid.¹⁵

Additional insights on the employment situation of youth by gender and residence were found in the UCW report, where work categories were divided into agriculture, manufacturing, commerce and services, and others. The most popular activity for working females was commerce and service-related jobs (58 percent) followed by agricultural jobs (35 percent) and manufacturing (6 percent). For males, these numbers were 38, 36 and 13 percent for commerce and services, agriculture, and manufacturing, respectively. In rural areas, 60 percent of working youth were employed in agriculture while 30 percent were employed in services. For urban areas, the leading activity was commerce and services (63 percent) followed by manufacturing (19 percent).

¹⁴ Inactive is defined as not working or studying and not looking for a job during the past month when the survey took place.

¹⁵ See Understanding Children's Work (UCW), “Comprendre le Travail des Enfants et l'Emploi des Jeunes au Sénégal: Rapport de Pays,” February 2010.

Table 7A8: Youth Characteristics by Activities

	Extreme Poverty	Distribution of the Working Extreme Poor	No Education	Some Education but less than Completed Primary	Completed Primary but less than Completed Secondary	Completed Secondary and Above	Literacy	Unpaid family worker or apprentice	Distribution of Working Population
	ESPS	ESPS	ESPS	ESPS	ESPS	ESPS	ESPS	ESPS	ESPS
Activities:									
Agriculture, Livestock, Forest	34.7	66.4	81.9	14.4	3.7	0.1	29.0	44.8	33.0
Fishing	6.0	0.9	62.4	28.0	9.6	0.0	39.7	15.8	2.6
Manufacturing	8.6	5.0	49.0	39.9	10.5	0.6	49.4	63.7	10.0
Building and construction	8.3	4.0	51.3	36.6	11.3	0.7	48.5	47.2	8.2
Commerce/Sales	6.8	6.7	68.8	18.7	11.6	0.9	38.3	16.0	17.1
Transportation and communication	8.8	2.5	62.1	27.5	9.3	1.0	44.4	56.8	4.9
Domestic services	12.8	7.4	65.6	26.6	7.8	0.0	36.5	58.5	10.0
Other small categories ¹	7.6	1.8	28.8	33.5	31.8	5.9	74.4	15.2	4.2
Other market sectors ²	9.0	5.2	39.0	40.6	18.8	1.6	60.2	18.0	10.0
Total	15.1	100.0	53.2	20.9	24.0	2.0	41.0	39.1	100.0

¹Other small categories include mining, food manufacturing, restaurants and hotels, banks, public and private administration and international organizations. Each of them represents an activity performed by less than 1 percent of the young population. ²Other market sectors include those that were not specified in the survey.

As mentioned, a striking number of the youth population was inactive, according to the 2005/05 household survey. This number was mainly driven by females, especially in rural areas; 41 and 65 percent of females in urban and rural areas respectively were considered inactive (Table 7A9). When disaggregating the data into age groups, rates of inactivity increased with age; the proportions of inactive females were 48, 57 and 62 percent for the age groups 15-17, 18-19, and 20-24, respectively. When females were asked about the reasons for being inactive, the biggest reason by far was “family obligations” which accounted for 72 and 76 percent in urban and rural areas. This reason was followed by “no work available” which was reported 16 and 11 percent of the time in urban and rural areas, respectively.

For *urban* males, 11 percent were inactive, and, as opposed to females, this rate slightly decreases as age increases. However, most of the inactive reported they were not looking for a job because there was no job available (45 percent); in order words, they were likely to be “discouraged workers.”¹⁶ On the other hand, in *rural* areas, 23 percent of males were inactive. “Temporarily inactive” was the biggest reason reported for inactivity, accounting for 32 percent of rural males. Given the seasonal nature of agricultural work, this result makes sense; however, the result suggests that the magnitude of seasonal work in rural areas is fairly large. The second biggest reason reported by rural males was no work available (27 percent).

¹⁶ A discouraged worker is defined as someone who is not looking for a job but would like to work.

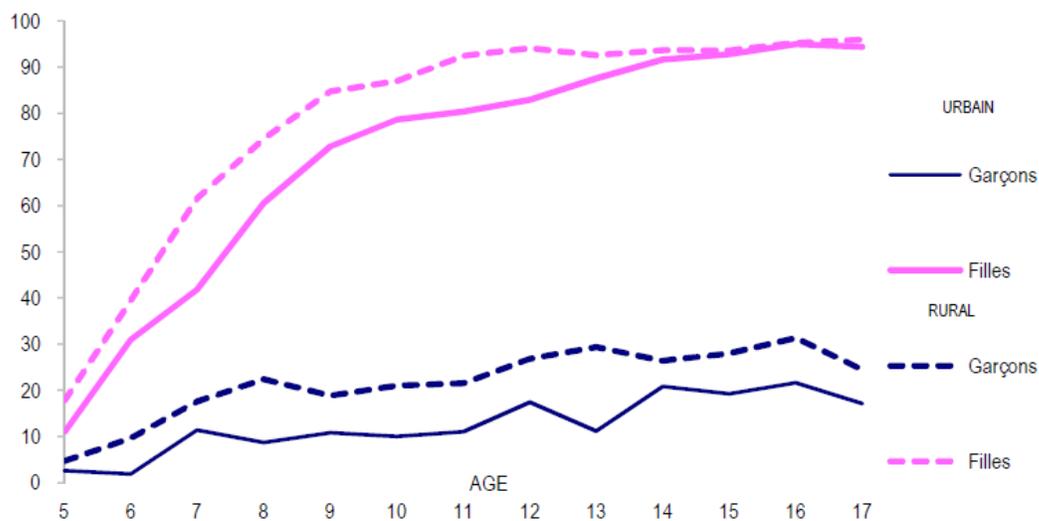
Table 7A9: Inactive Youth and Reasons for Being Inactive

	Urban		Rural	
	Female	Male	Female	Male
	ESPS	ESPS	ESPS	ESPS
Proportion of inactive youth	42.0	11.4	64.4	23.1
Reasons for being inactive				
No work available	15.6	45.0	11.0	26.9
Temporarily inactive	2.2	7.3	5.7	32.0
Family obligations	72.3	15.2	75.9	12.3
Too young	3.9	14.7	4.0	12.1
Disability	1.4	3.3	1.0	3.2
Other	4.5	14.6	2.4	13.5

Note: inactive is defined as not working or studying and not looking for a job during the past month when the survey took place

According to the 2010 UCW study, there is a very large prevalence of domestic work¹⁷ by girls. Domestic work includes tasks like cleaning, cooking, taking care of smaller children, etc. At the age of 7, 56 percent of girls perform some type of domestic work as opposed to 16 percent for boys. Domestic work increases sharply with age, reaching a prevalence of 90 percent starting at age 13. Until the age of 15, this prevalence is higher for girls living in rural areas (Figure 7A4).

Figure 7A4: Prevalence of Domestic Work by Gender and Place of Residence



Source : Calculs du Programme UCW à partir de l'Enquête nationale sur le travail des enfants au Sénégal, 2005.

¹⁷ Defined in UCW report as working at least one hour on unpaid domestic work. [UCW (2010).]

D. Summary Analysis of Existing Data on Youth Health

Access to Health

In the DHS 2005, the main access constraint identified by females aged 15-19 was not having the financial situation to pay for health services (51 percent). The other main constraints they noted in accessing health services were distance to health facility (36 percent) and transportation to facility (30 percent). These barriers to access were larger constraints for those living in rural areas.¹⁸

Teenage Fertility

With regard to sexual and reproductive health (SRH), the 2008-09 Malaria Indicators Survey notes that 18 percent of teenagers aged 15-19 are mothers or currently pregnant (Table 7A10).¹⁹ At the age of 17, almost one in five females (19 percent) has already had a child. Early pregnancy presents a risk not only for the mothers themselves, but also for their children, with children of teenage mothers more likely to die before the age of five. Early pregnancy is far more likely to occur among uneducated, poorer, and rural youth; more than one in three poor teenage females has had a child as opposed to 1 in 12 for the richest females. This differs significantly by region, with Kolda (37 percent) and Tambacounda (35 percent) identified as having the highest teenage fertility rates. Teenage fertility rates have decreased slightly over time, from 22 percent in 1997 to 18 percent in 2009.

In terms of prenatal care usage, the most current statistics reveal that three percent of pregnant teenagers visit a doctor, 83 percent visit a nurse, midwife or an auxiliary worker, and seven percent do not receive any prenatal care at all.²⁰ Additionally, 37 percent deliver their babies at home and 66 percent do not have any postnatal visit. On the issue of access to health, of which rural females were the most affected, the main constraints identified by females aged 15-19 was the lack of finances to pay for health services (51 percent), distance to health facility (36 percent) and transportation to facility (30 percent).

¹⁸ As noted above, the DHS was conducted from October 2010 to February 2011, but the DHS report is not yet published and the data is not yet publicly available. The new national household survey research is ongoing. IYF will update the report or provide an addendum including the new national data once it becomes available.

¹⁹ Demographic and Health Surveys (DHS), Senegal: 2008-09 - MIS Final Report, p. 26.

²⁰ DHS Survey (2005), Chapter 8, p. 134.

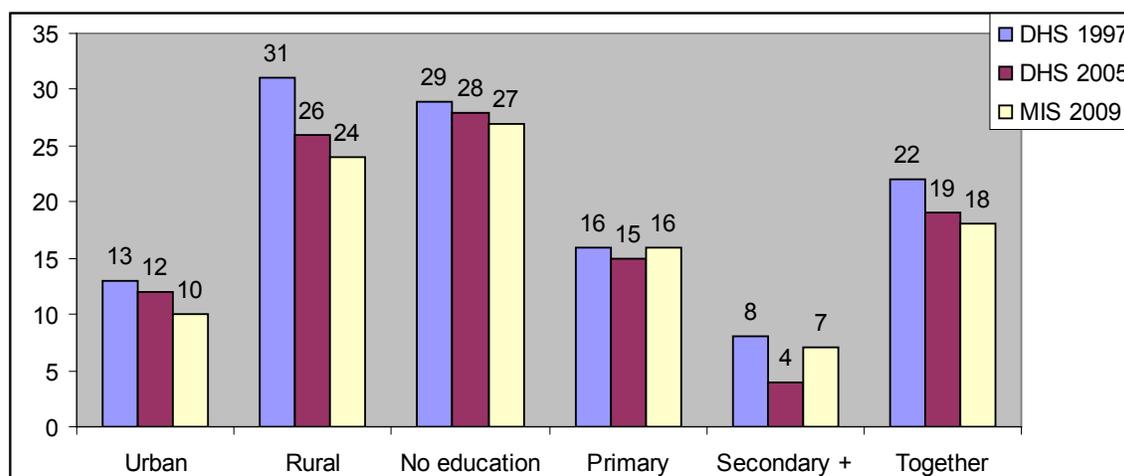
Table 7A10: Teenage Fertility

	Percentage who had children or is currently pregnant
	MIS 2009
Education:	
No education	26.7
Primary	16.4
Secondary or higher	6.7
Age:	
15	4.1
16	7.4
17	19
18	25
19	35.1
Region:	
Dakar	8.4
Thies	12.5
Diourbel	17.1
Kaolack	21.3
Louga	22.1
Fatick	13
Ziguinchor	13.8
Kolda	37.2
Saint Luis	17.6
Matam	25.2
Tambacounda	34.6
Wealth:	
Lowest	33.6
Second	26.8
Middle	15.6
Fourth	9.3
Highest	8.2
Residence:	
Urban	10.1
Rural	23.8
Total	17.5

Source: Malaria Indicator Survey (MIS) using
Macro International Inc, 2011. MEASURE DHS
STATcompiler

Figure 7A5 suggests that teenage fertility rates have decreased only slightly over time (from 22 percent in 1997 to 18 percent in 2009). This decrease was mostly driven by young females living in rural areas whose rates of teenage pregnancy went from 31 percent to 24 percent (1997-2009).

Figure 7A5: Teenage Pregnancy (15-19) Trends



Early Marriage

In 2009, one in four girls (25 percent) aged 15-19 is married (Table 7A11) and about 20 percent of them live in polygamous marriages. For those aged 20-24, 61 percent are married and 25 percent live in a polygamous marriage. For all girls 15-19, 10 percent married before reaching the age of 15. Overall, 40 percent of Senegalese females live in polygamous families; this is about 10 percentage points more likely to occur in rural areas and in regions such as Diourbel, Kolda or Kaolak. Also, richer and more educated young women are less likely to marry early.

Table 7A11: Marital Status of Young Women

Age Category	Never Married	Married	Living together	Divorced
15-19	70.2	25.4	3.1	0.4
20-24	32	60.5	4	1.7

Source: STAT compiler using the DHS 2005

Family Planning (FP)

Four percent of all females aged 15-19 reported using a contraceptive method in 2009, while 10 percent of married females in this same age group also reported using a contraceptive method.²¹ For those aged 20-24, estimates were 15 and 20 percent of all females and married females, respectively.²² Condom use for youth having premarital sex was found to be 52 percent and 36 percent for males and females respectively. About 9 percent of young females and 12 percent of young males have had sex before reaching the age of 15.²³ Sixty percent of females aged 15-19 had heard about family planning in the media during the past month previous to the survey. The most important media transmitting this information was the radio (32 percent) and television (26 percent).²⁴ Although television and radio are equally important in urban areas, radio is more important in rural areas. Lastly, most young females (over 90 percent) reported never having discussed FP with a field agent or at a health facility.

²¹ DHS 2005-2006 or MICS 2009 survey using Macro International Inc, 2011. MEASURE DHS STAT compiler.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

Table 7A12 shows the met and unmet needs for the spacing and limiting²⁵ of births of young married females. It suggests that most of their need is for spacing (as opposed to limiting) birth, and that the majority of their demand²⁶ for family planning is unsatisfied. While for those aged 15-19, only 13 percent of their demand is satisfied, this rate is 21 percent for those aged 20-24.

Table 7A12: Unmet & Met Needs and Demand for FP - Young Married Females

	Unmet needs in FP			Met needs (actual utilization) in FP			Potential demand in FP			% demand satisfied
	For spacing	For limiting	Total	For spacing	For limiting	Total	For spacing	For limiting	Total	
	DHS 2005	DHS 2005	DHS 2005	DHS 2005	DHS 2005	DHS 2005	DHS 2005	DHS 2005	DHS 2005	
Age:										
15-19	32.6	0.8	33.5	4.8	0.2	5	37.5	1	38.5	13.1
20-24	32	0.3	32.3	8.3	0.1	8.4	40.3	0.4	40.7	20.7

Source: Demographic and Health Survey (DHS) using Macro International Inc, 2011. MEASURE DHS STATcompiler. Note: For detailed explanations on calculations see the DHS report.

For currently married youth, 33 and 29 percent of females aged 15-19 and 20-24 reported a desire to become pregnant soon. When asked about the ideal number of children, the average number reported was 4.5 and 6 for urban and rural areas, respectively. Views on the ideal number of children vary with wealth and educational status, with better-off females desiring fewer children.

Risky Health Practices

Female genital mutilation/cutting: In 2005, it was estimated that one in four females aged 15-19 were circumcised, but there were wide differences between place of residence and ethnic group. Where the practice is more common, it is mostly done by families during early childhood. The motivations for this practice are various and include the preservation of virginity, control of female sexual activity, and religious belief. There exist different types of circumcision, and the impact on health varies depending on the type and severity of intervention. In 1999, Senegal adopted a law and action plan against this practice, and the 2005 statistics showed a modest decline. For example, 31 percent of females aged 45-49 were circumcised, compared to 25 percent of those aged 15-19.

The prevalence of this practice is highly linked to location and ethnicity. In Kolda and Matam, this practice reached a rate of 94 percent and 93 percent for each region, respectively. This was followed by Tambacounda (86 percent) and Ziguinchor (69 percent). On the other hand, regions such as Thiès, Louga, and Diourbel presented very low rates with 7, 4 and 2 percent, respectively. The highest prevalence in terms of ethnicity is for the ethnic group Soninké (78 percent) and Mandingue (74 percent), followed by Poular (62 percent) and les Diola (60 percent). Lastly, to some extent this practice is also linked to education and wealth, with poorer and less educated females having higher rates of circumcision.

Risky sexual behavior: The abstinence rate of never married youth was 65 and 96 percent for males and females, according to the self-reported 2005 DHS data. However, these rates may not be reliable given that many young individuals may not report the truth when asked about sexual activity. Condom use for youth having premarital sex was 52 and 36 percent for males and females. Among sexually active males, 21 percent reported having more than one partner in the past year.²⁷ About 9 percent of young females and 12 percent of young males reported having sex before age 15.

²⁵ Unmet need for limiting is defined as females not using contraception who want to cease further childbearing. Unmet need for spacing is defined as females not using contraception who want to postpone the next birth.

²⁶ Defined as the total demand for spacing and limiting births together.

²⁷ DHS 2005-2006 survey using Macro International Inc, 2011. MEASURE DHS STATcompiler.

HIV

In 2005, the HIV prevalence rate among the general population was 0.7 percent while the rate among youth was 0.3 percent. The prevalence rate for youth aged 15-19 years was estimated to be 0.1 percent, and stood at 0.5 percent for youth aged 20-24 years. Regions with the highest HIV prevalence for youth were in Kolda (1.2 percent), Fatick (0.6 percent) and Tambacouda (0.6 percent). As in other countries, HIV rates were found to be higher among females. Most HIV transmission is associated with unprotected paid sex. In Ziguinchor, for example, the HIV prevalence rate among female sex workers was estimated to be as high as 30 percent.²⁸

Knowledge about how to prevent HIV was found to be low among youth: only 19 and 24 percent of females and males were aware of the means by which to prevent HIV. Also fewer than half (46 percent) of females aged 15-24 knew where to buy a condom versus 69 percent for males. This is also associated with wealth and educational status. While 60 percent of young females knew where to buy a condom in urban areas, only 34 percent in rural areas knew where to do so. The percentage of sexually active females and males aged 15-24 years that had never been tested was estimated to be 89 and 95 percent, respectively.

²⁸ 2007 AIDS epidemic update by UNAIDS and World Health Organization.

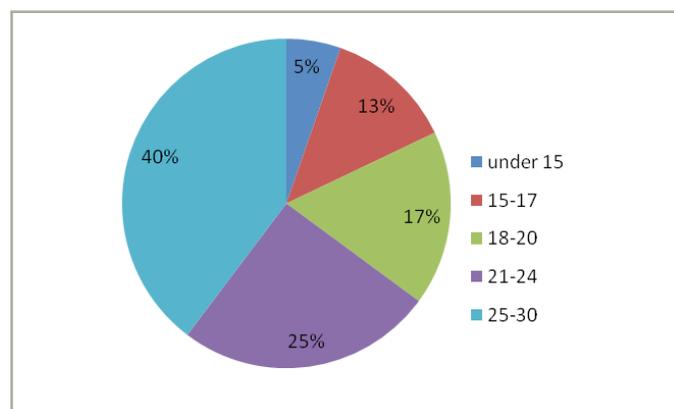
ANNEX 8: DESCRIPTIVE STATISTICS ON YOUTH INTERVIEWED IN FOCUS GROUPS

YOUTHMAP SENEGAL: RAPID SURVEY RESULTS - GENERAL

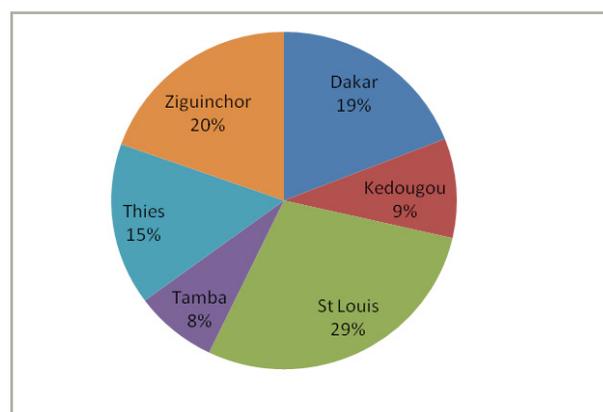
Sample youth

Age	Total Sample	Gender		Region					
		Male	Female	Dakar	Kedougou	St Louis	Tamba	Thies	Ziguinchor
under 15	5%	5%	6%	2%	2%	10%	5%	6%	4%
15-17	13%	10%	16%	4%	19%	10%	25%	15%	15%
18-20	17%	15%	20%	19%	17%	15%	24%	24%	11%
21-24	25%	23%	29%	31%	30%	24%	25%	15%	27%
25-30	40%	47%	30%	45%	33%	41%	23%	40%	43%

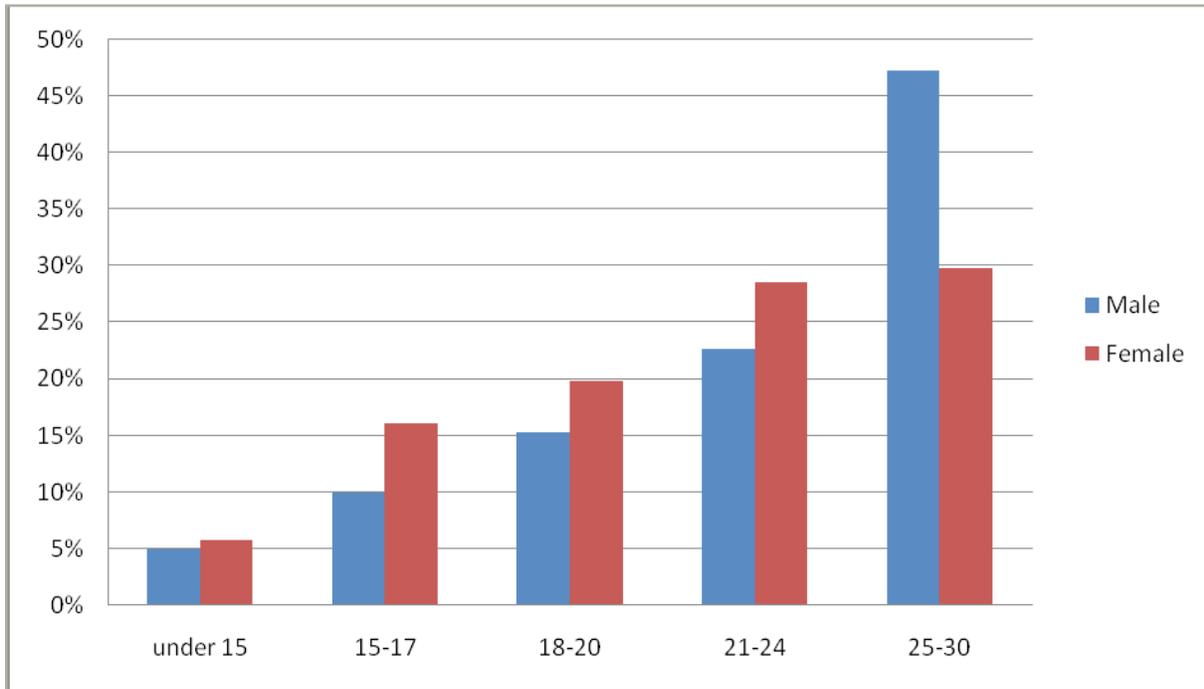
Age



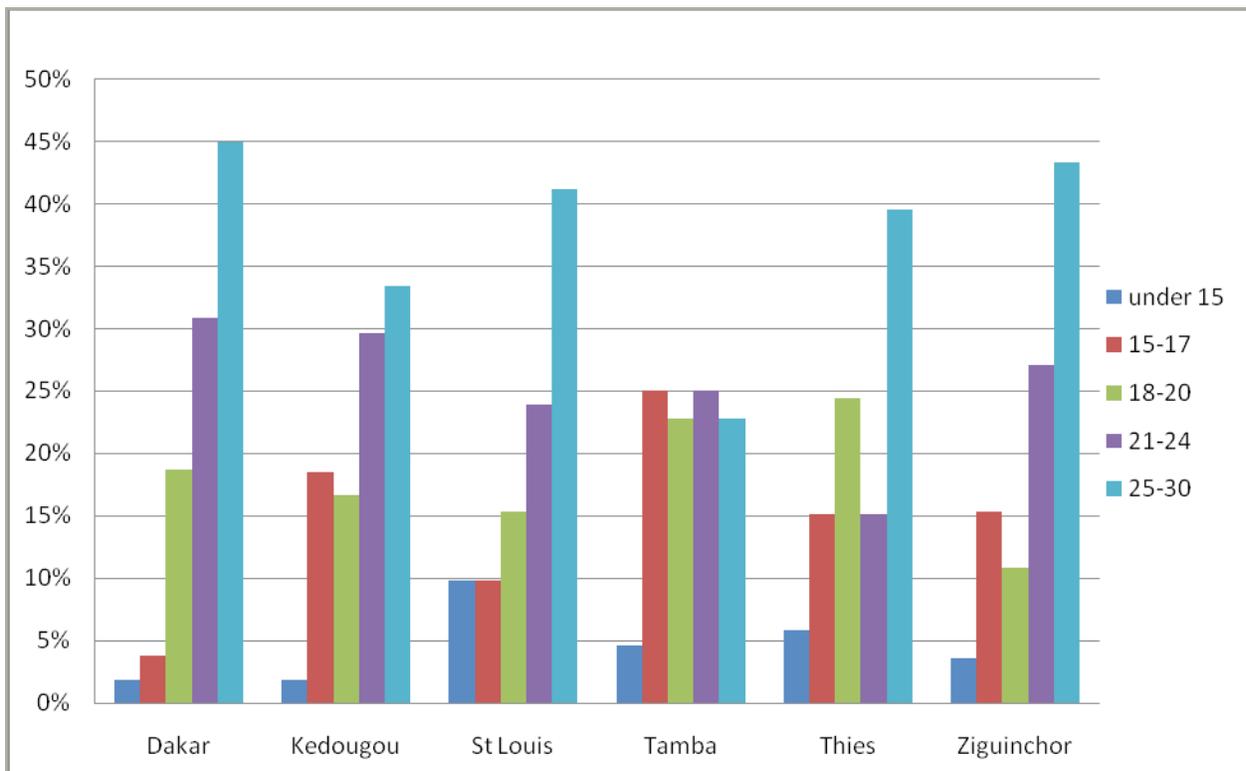
Sample youth by region



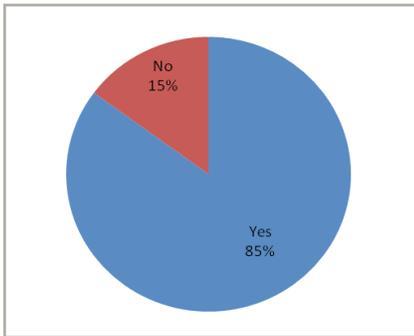
Gender, by age



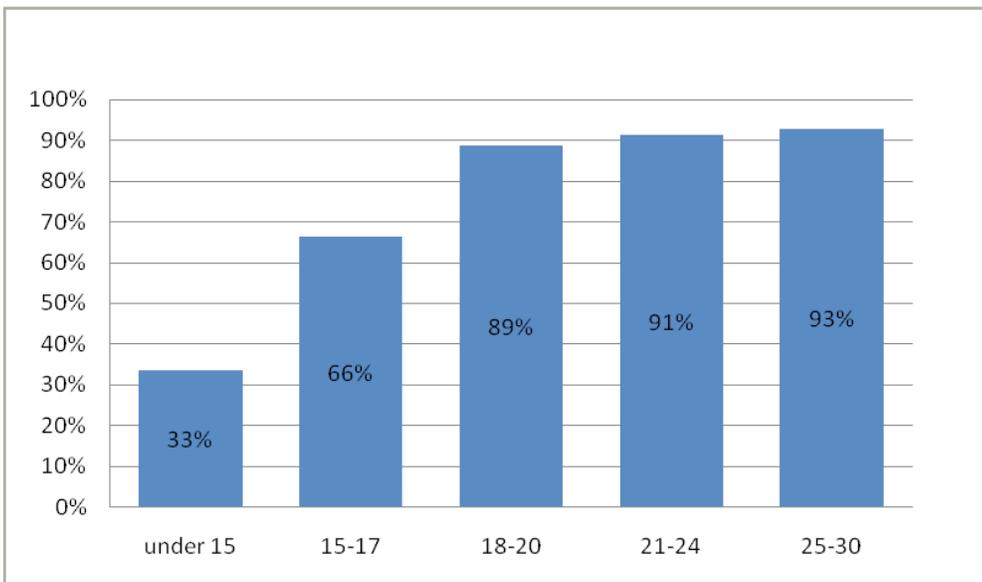
Sample youth by region and age



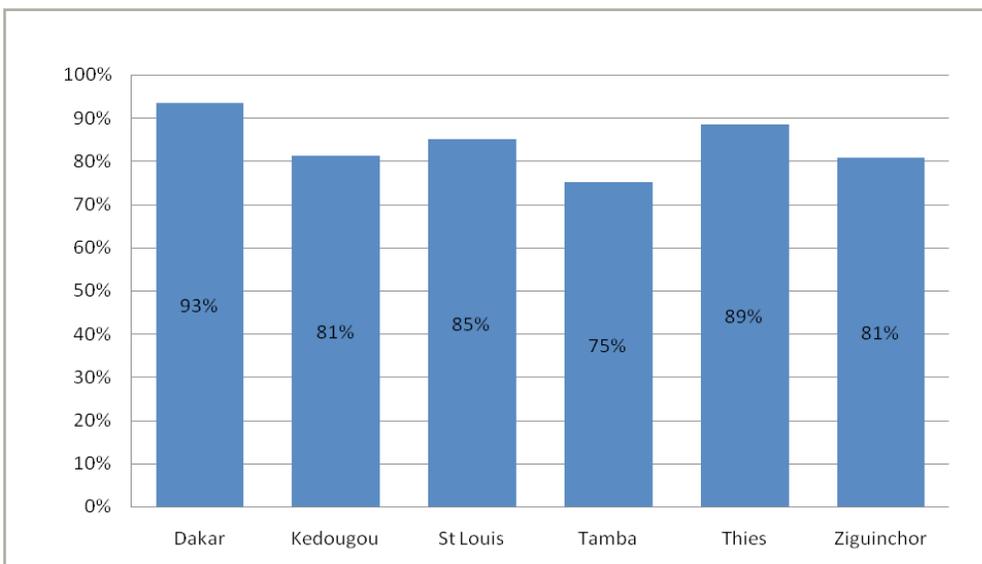
Do you have a cell phone?



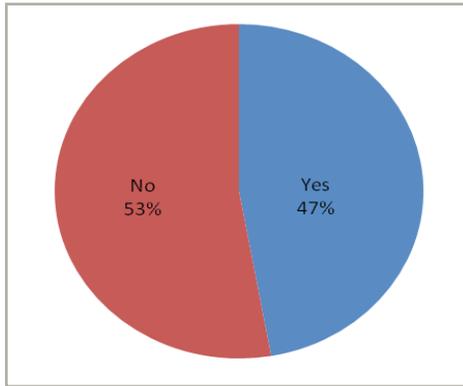
Youth with cell phones, by age



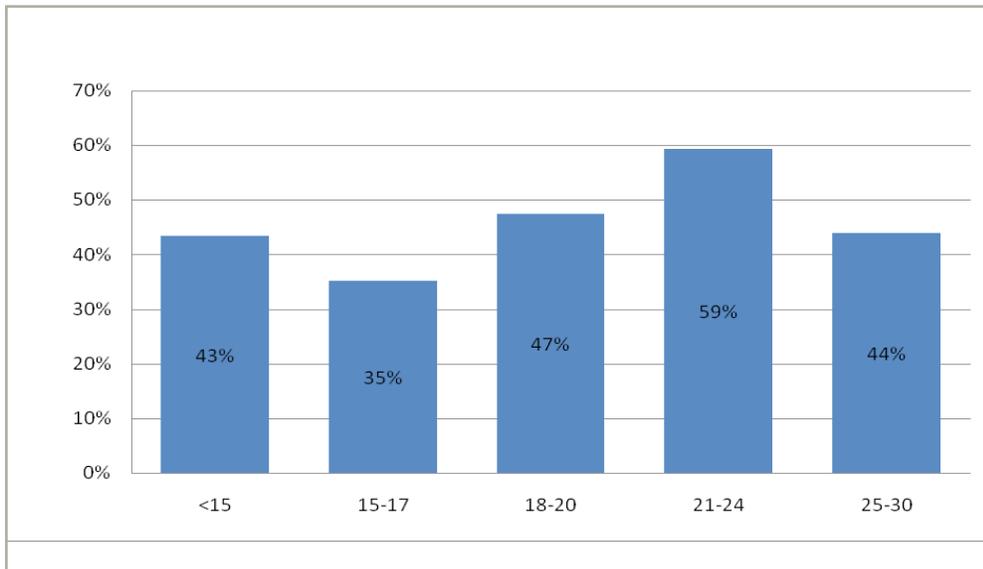
Youth with cell phones, by region



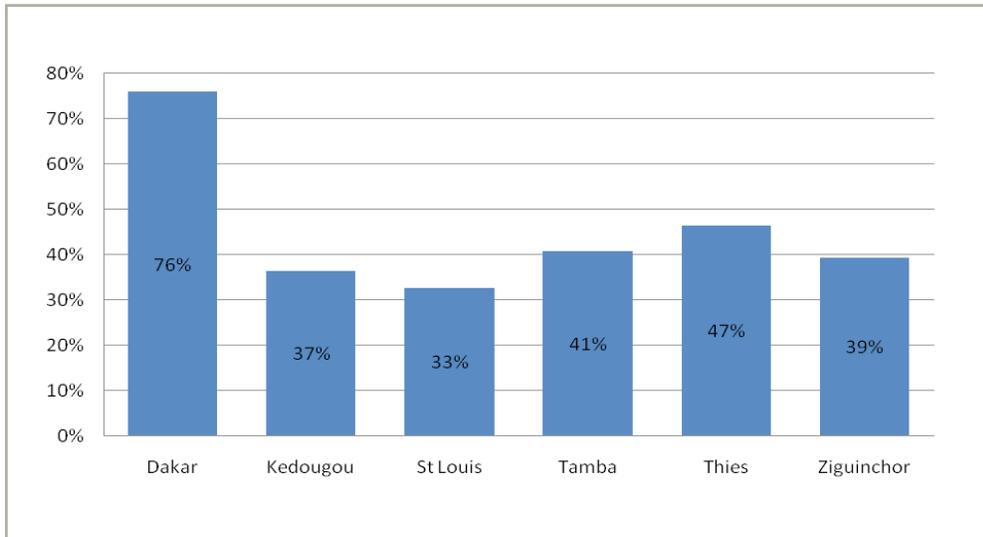
Do you have access to Internet at least once a week?



Youth with Internet access at least once a week, by age



Youth with Internet access, by region

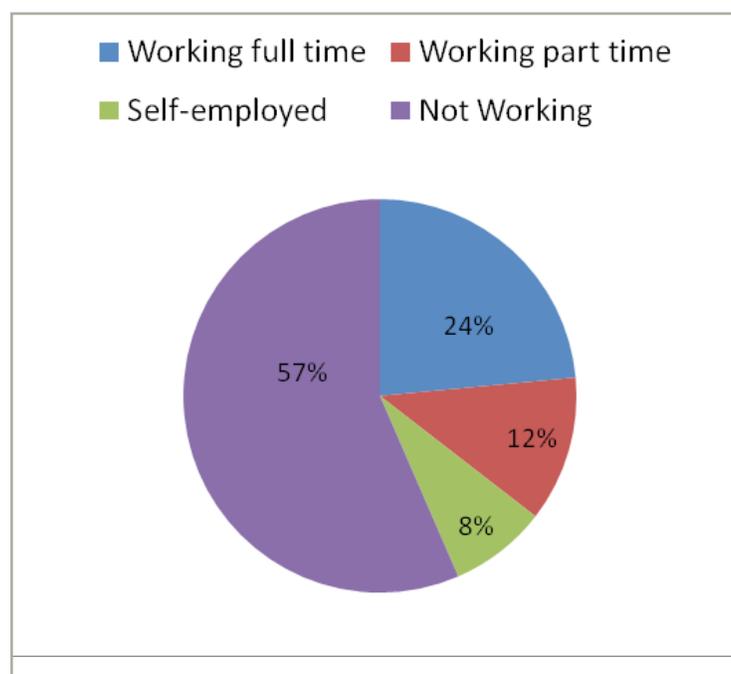


WORK

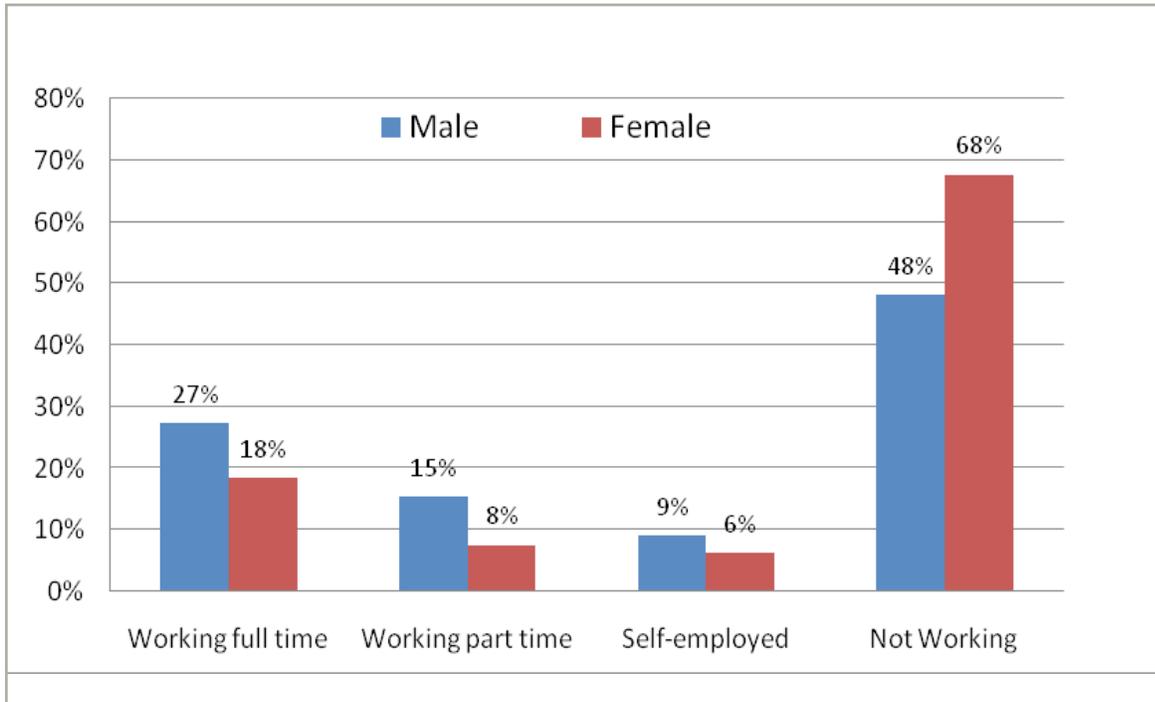
Employment status	Total sample	Gender		Age				
		M	F	< 15	15-17	18-20	21-24	25-30
Working full time	24%	27%	18%	10%	9%	4%	19%	40%
Working part time	12%	15%	8%	3%	11%	15%	10%	14%
Self-employed	8%	9%	6%	0%	3%	3%	6%	14%
Not Working	57%	48%	68%	86%	77%	77%	65%	32%

Employment status	Region					
	Dakar	Kedougou	St Louis	Tamba	Thies	Ziguinchor
Working full time	15%	30%	24%	5%	45%	18%
Working part time	7%	6%	16%	11%	10%	15%
Self-employed	7%	13%	4%	27%	2%	13%
Not Working	71%	51%	56%	57%	42%	54%

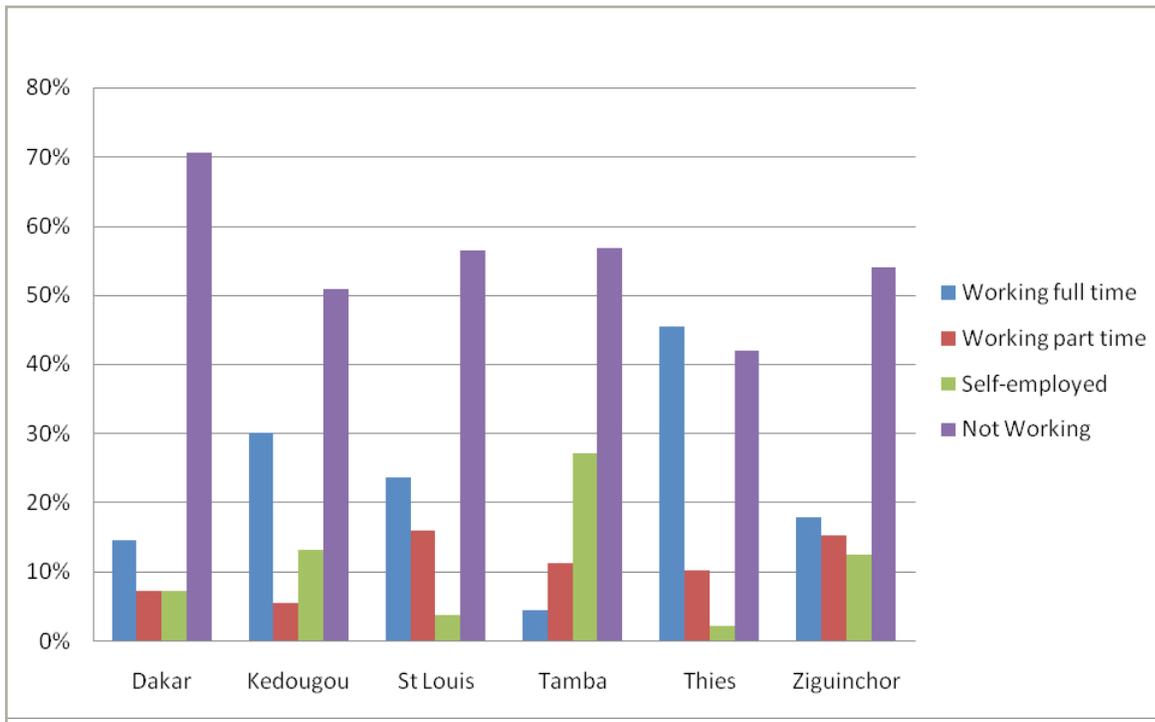
Are you currently working?



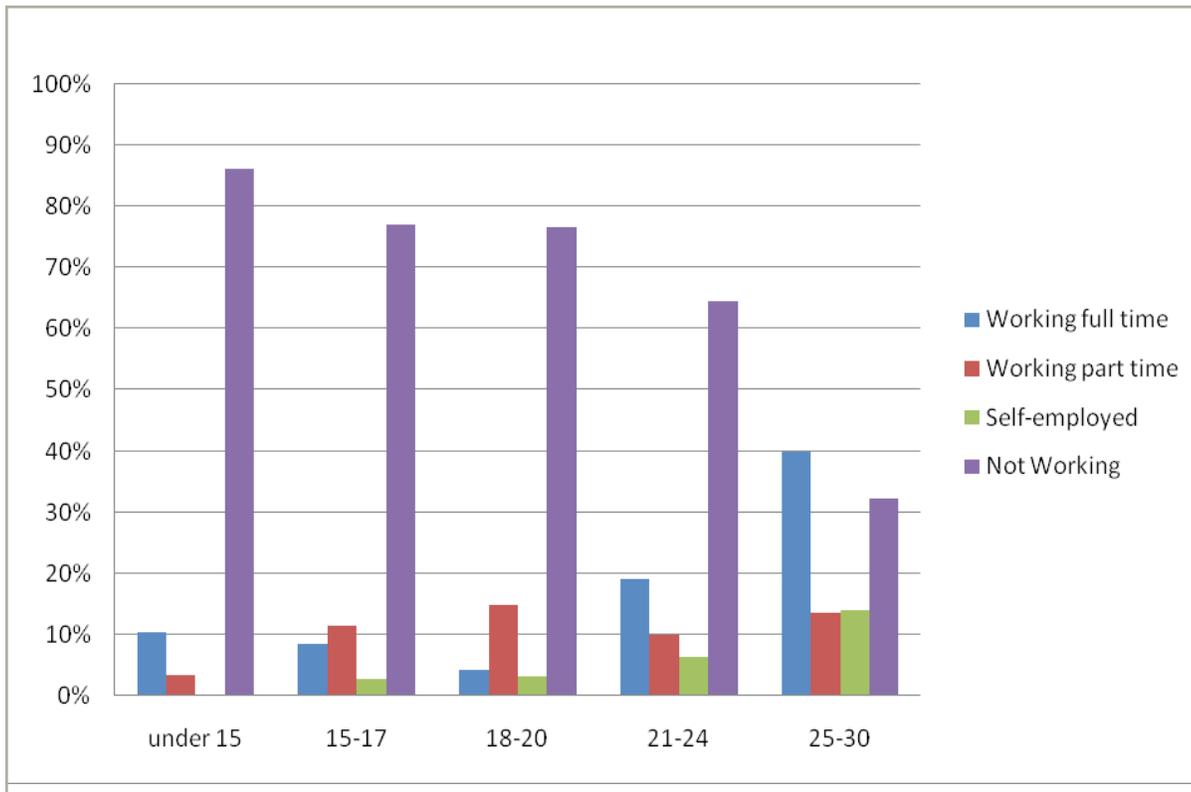
Employment status, by gender



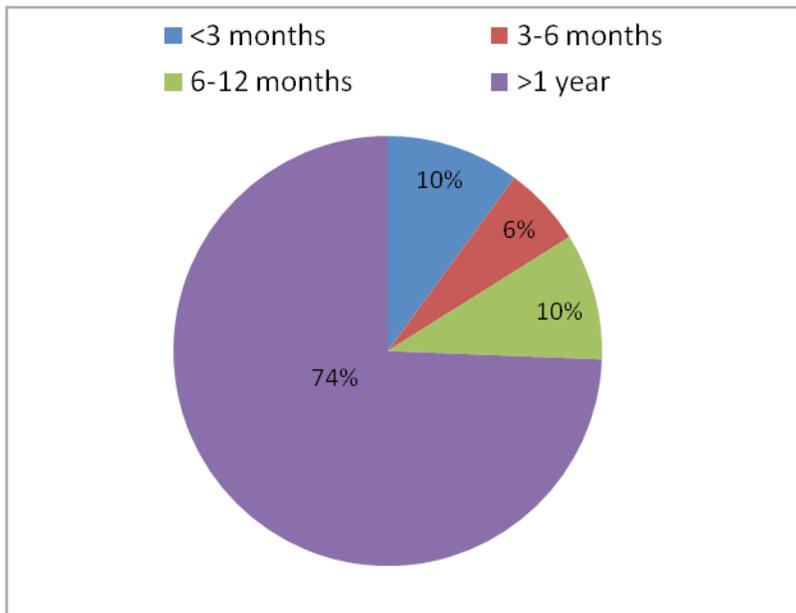
Employment status, by region



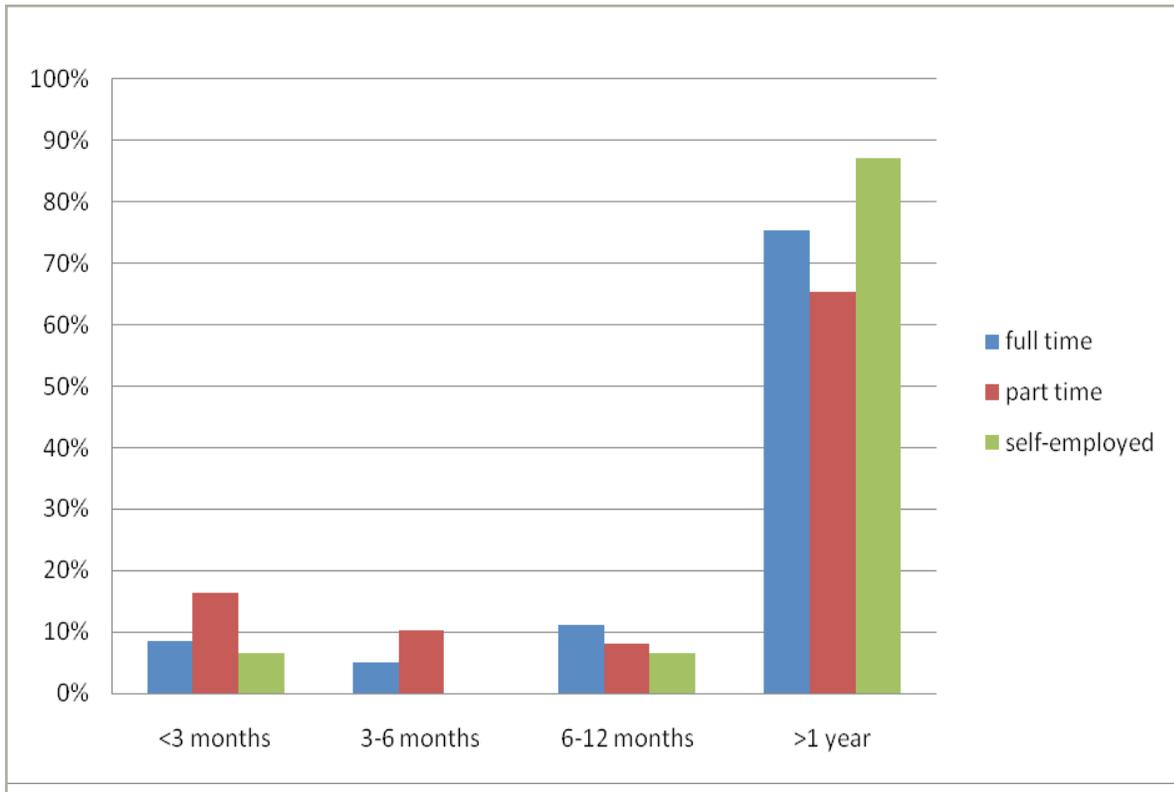
Employment status, by age



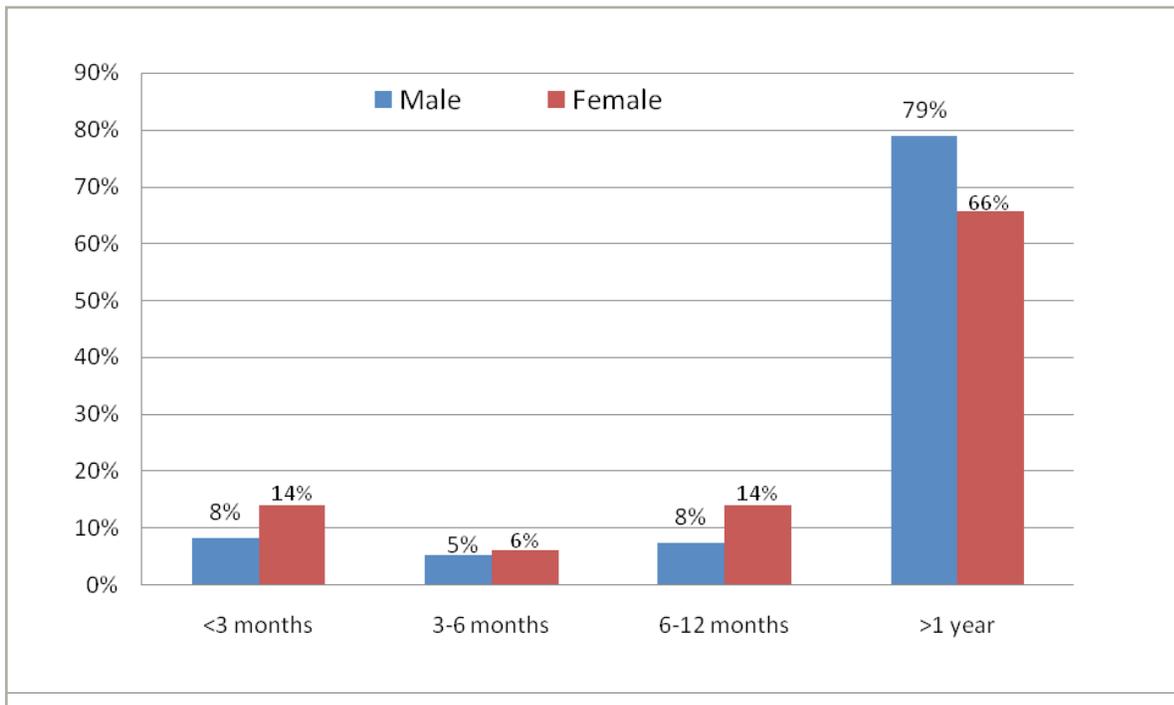
Duration of employment (for youth who are working)



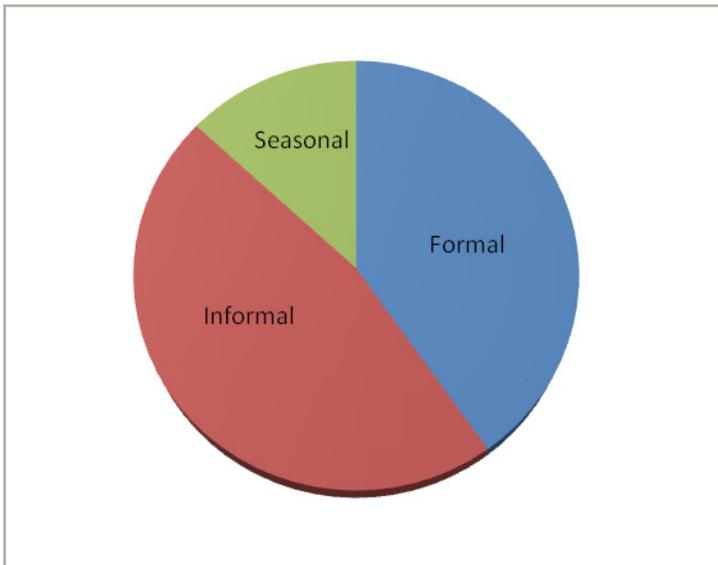
Duration of employment by type of work



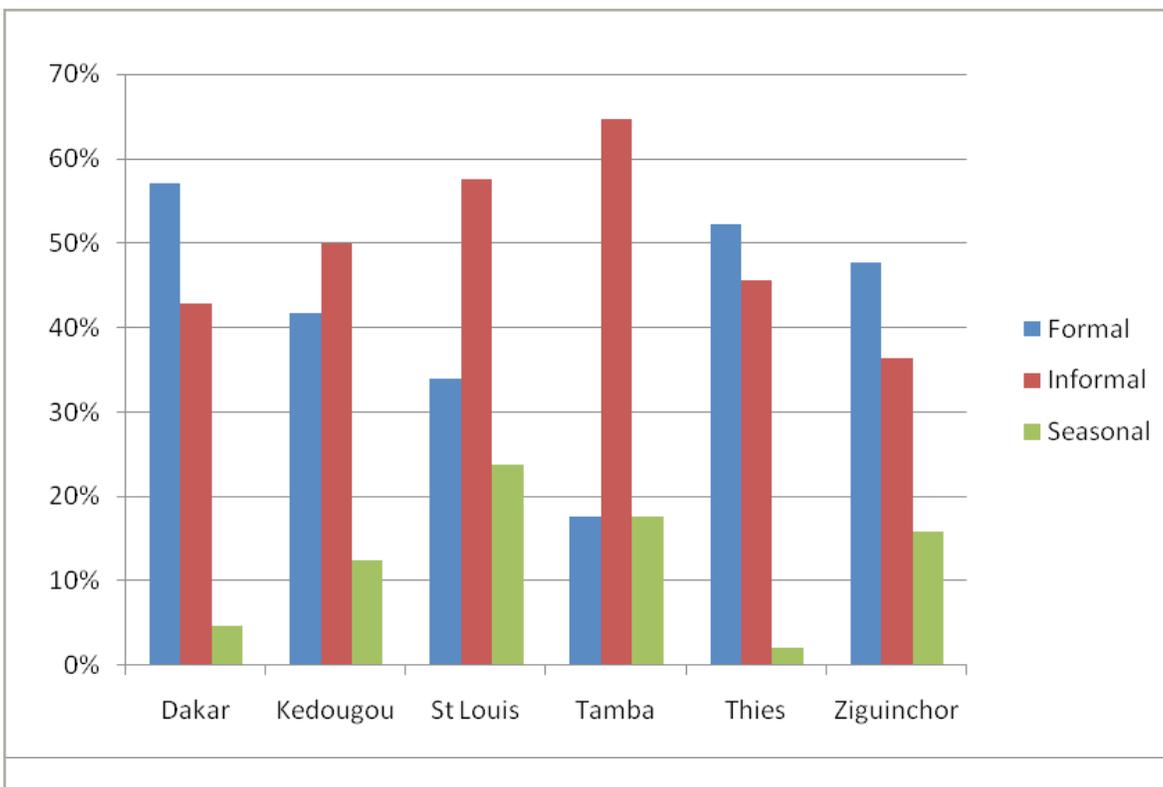
Duration of employment by gender



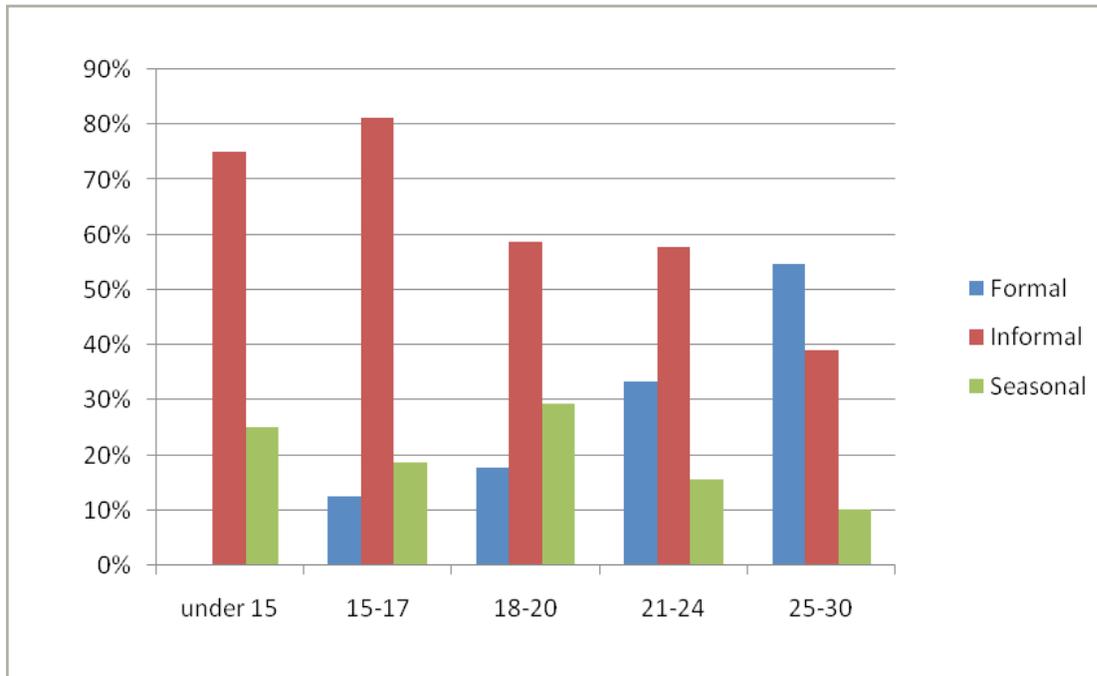
Type of employment



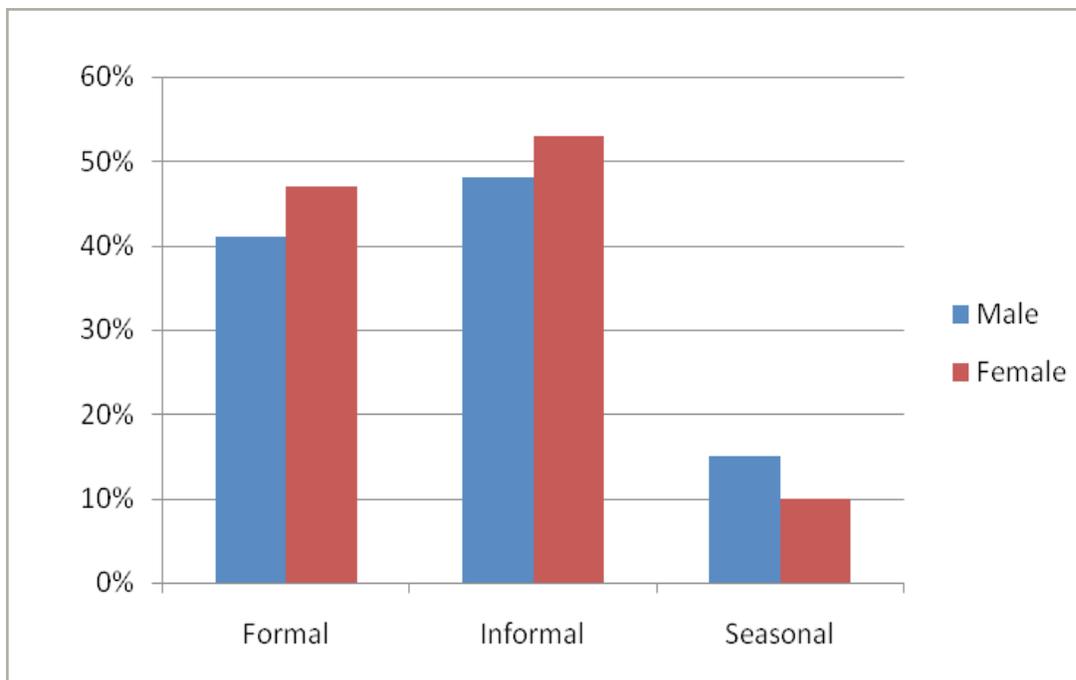
Type of employment by region



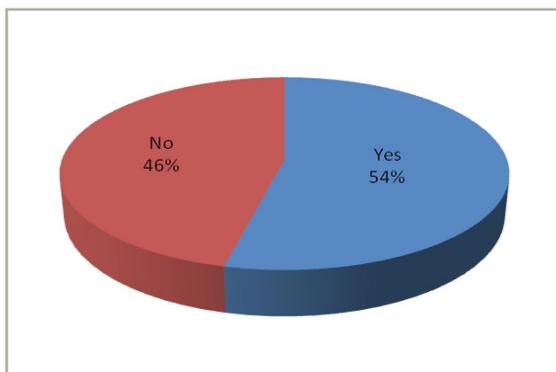
Type of employment by age



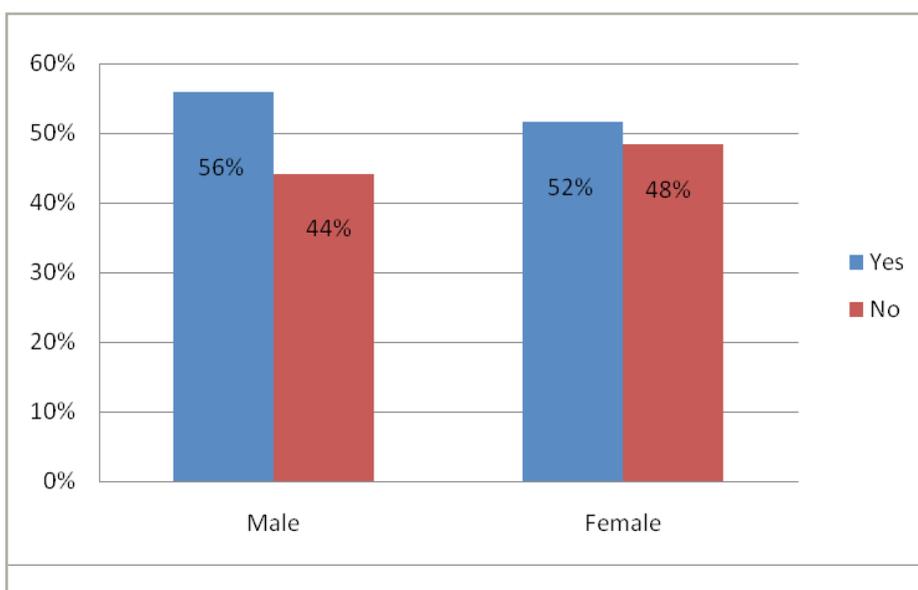
Type of employment by gender



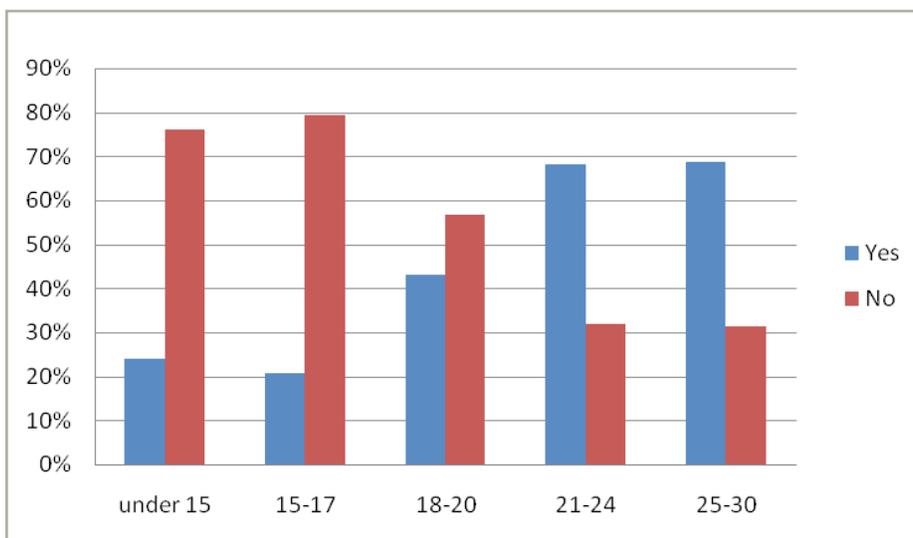
Are you looking for work?



Are you looking for work? By gender



Are you looking for work? By age

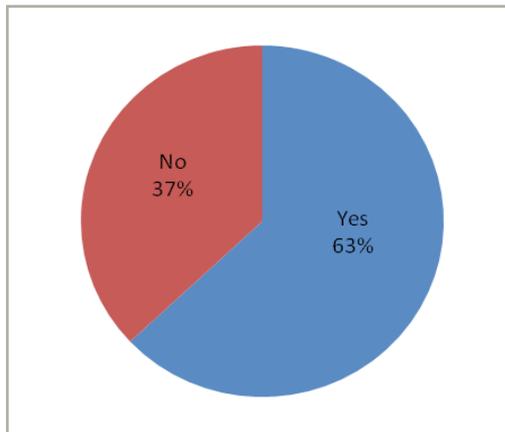


EDUCATION

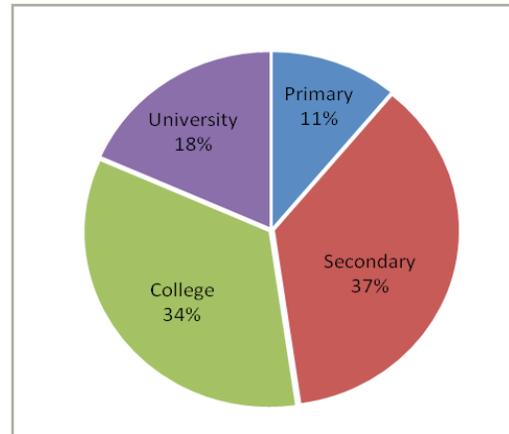
Self-reported Literacy Data

% who read and write French	84.5%		Write French	
% who read or write French	86.8%	Read French	480	8
% illiterate	13.2%	Don't read French	5	75

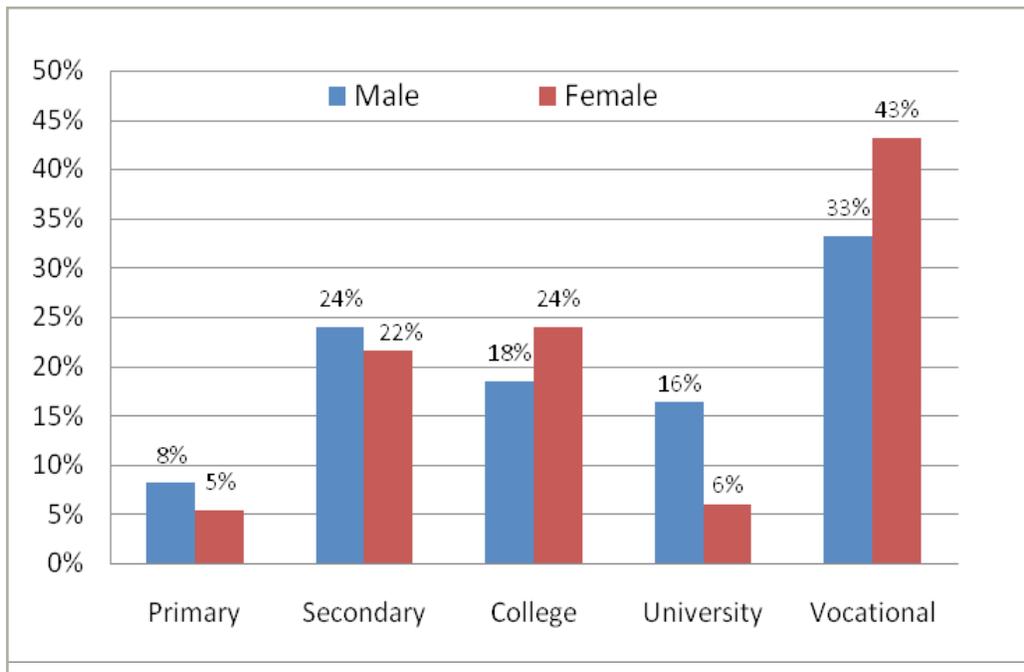
Are you currently enrolled in school?



If enrolled, what level?



Youth enrolled in school, by gender



Youth enrolled in school, by age

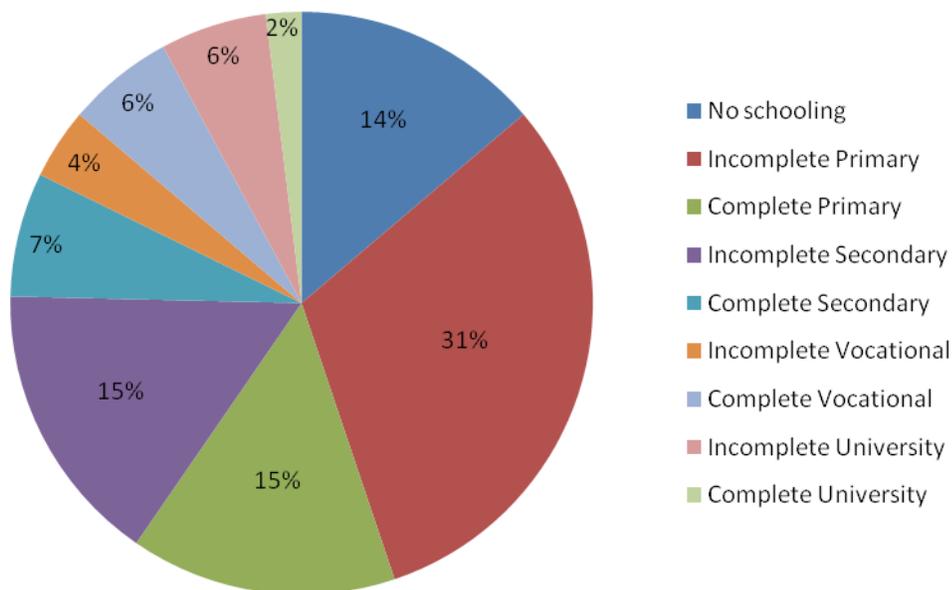
Level enrolled	under 15	15-17	18-20	21-24	25-30
Primary	17%	4%	1%	7%	10%
Secondary	13%	33%	50%	17%	2%
College	71%	60%	15%	6%	6%
University	0%	0%	3%	16%	25%
Vocational	0%	4%	31%	54%	57%

Out-of-school Youth:

Highest level of schooling, if not enrolled

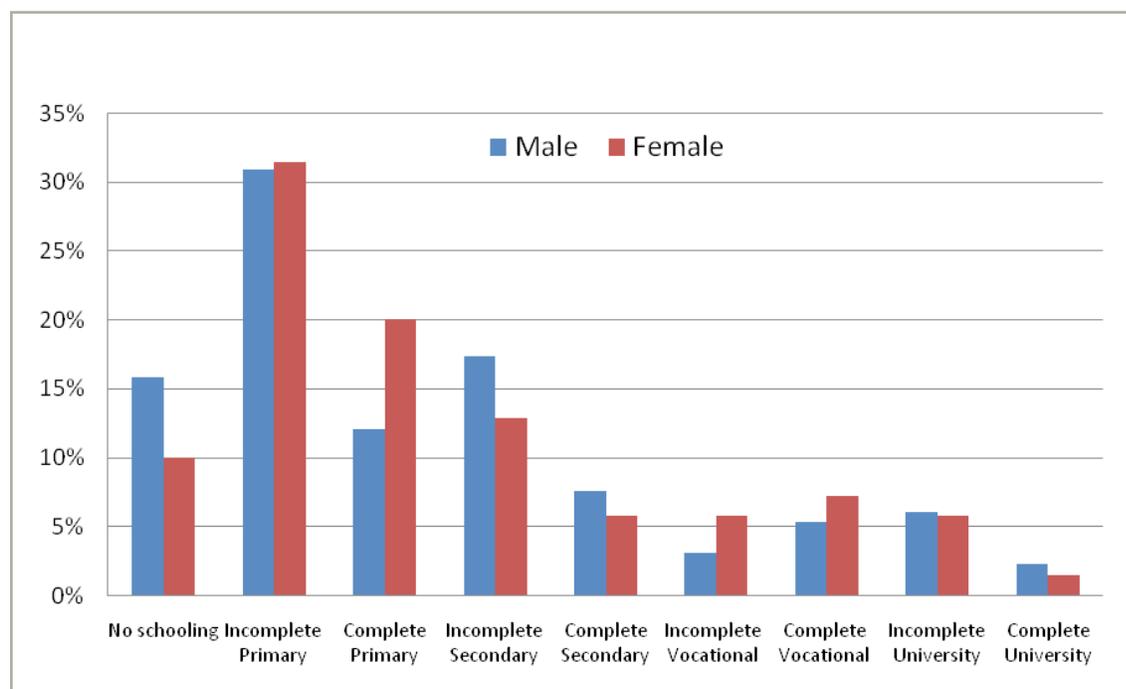
Highest level of schooling	Total Sample
No schooling	14%
Incomplete Primary	31%
Complete Primary	15%
Incomplete Secondary	16%
Complete Secondary	7%
Incomplete Vocational	4%
Complete Vocational	6%
Incomplete University	6%
Complete University	2%

Highest level of schooling, if not enrolled



Highest level of schooling if not enrolled, by gender

Highest level of schooling	Male	Female
No schooling	16%	10%
Incomplete Primary	31%	31%
Complete Primary	12%	20%
Incomplete Secondary	17%	13%
Complete Secondary	8%	6%
Incomplete Vocational	3%	6%
Complete Vocational	5%	7%
Incomplete University	6%	6%
Complete University	2%	1%



Highest level of schooling if not enrolled, by age

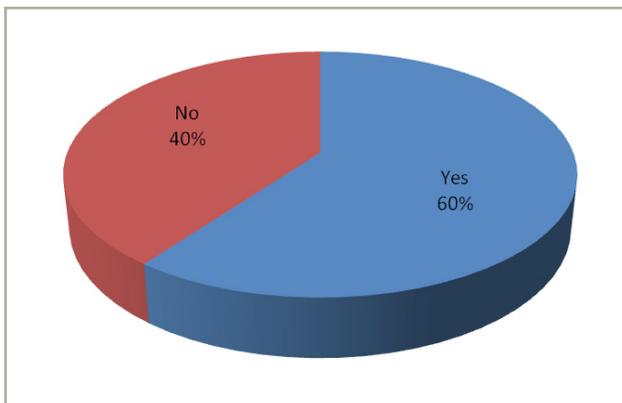
Highest level of schooling	under 15	15-17	18-20	21-24	25-30
No schooling	20%	0%	5%	13%	16%
Incomplete Primary	60%	57%	53%	30%	24%
Complete Primary	20%	29%	5%	13%	15%
Incomplete Secondary	0%	14%	32%	23%	12%
Complete Secondary	0%	0%	0%	8%	9%
Incomplete Vocational	0%	0%	5%	5%	4%
Complete Vocational	0%	0%	0%	8%	7%
Incomplete University	0%	0%	0%	3%	9%
Complete University	0%	0%	0%	0%	3%

Highest level of schooling if not enrolled, by region

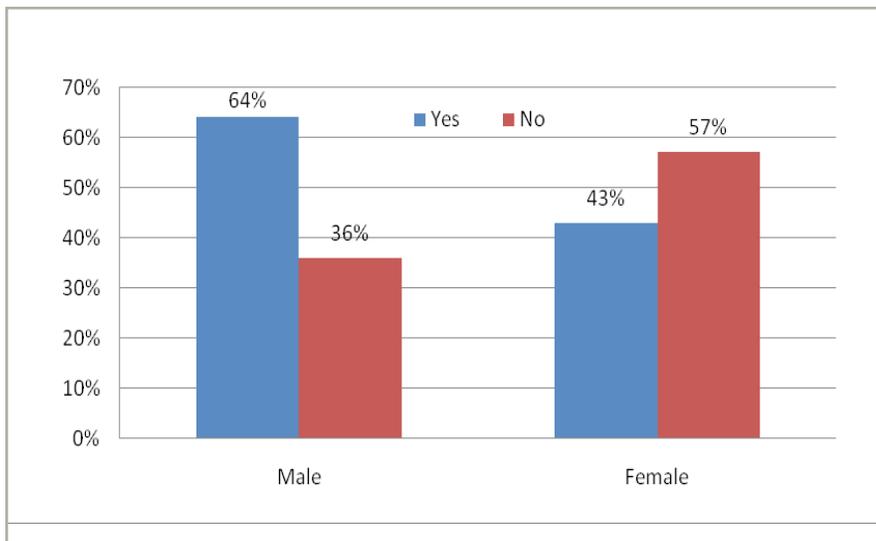
Highest level of schooling	Dakar	Kedougou	St Louis	Tamba	Thies	Ziguinchor
No schooling	8%	4%	26%	0%	16%	7%
Incomplete Primary	21%	27%	28%	78%	49%	16%
Complete Primary	0%	19%	21%	22%	9%	16%
Incomplete Secondary	8%	19%	19%	0%	9%	23%
Complete Secondary	17%	12%	0%	0%	5%	12%
Incomplete Vocational	17%	4%	0%	0%	2%	5%
Complete Vocational	8%	8%	2%	0%	2%	14%
Incomplete University	17%	8%	3%	0%	5%	5%
Complete University	4%	0%	2%	0%	2%	2%

CITIZENSHIP

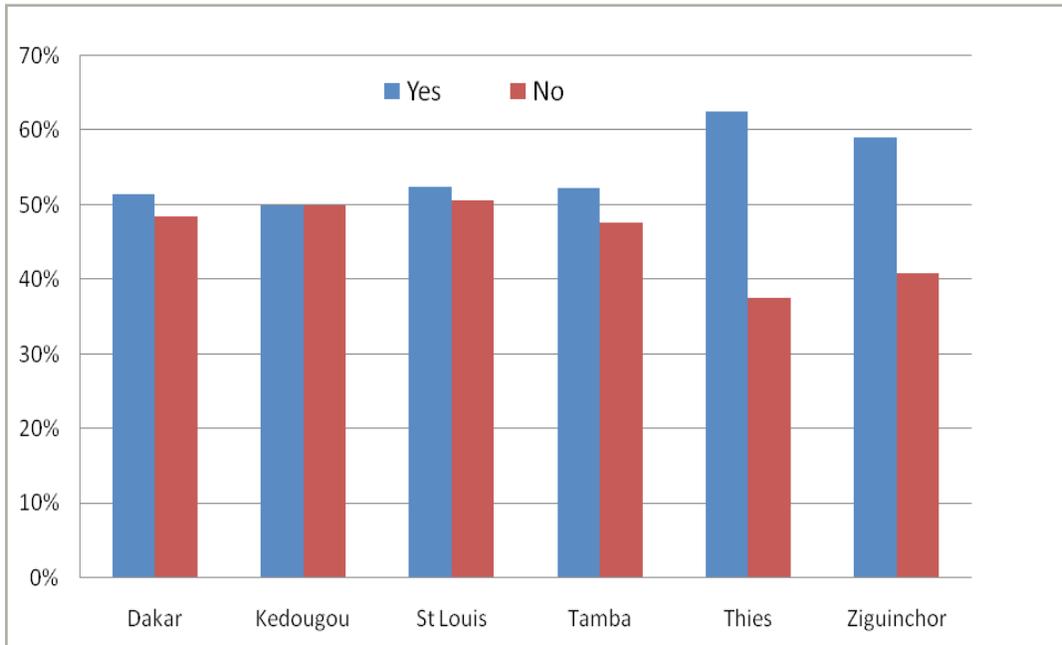
Do you currently participate in any civic activities in your community?



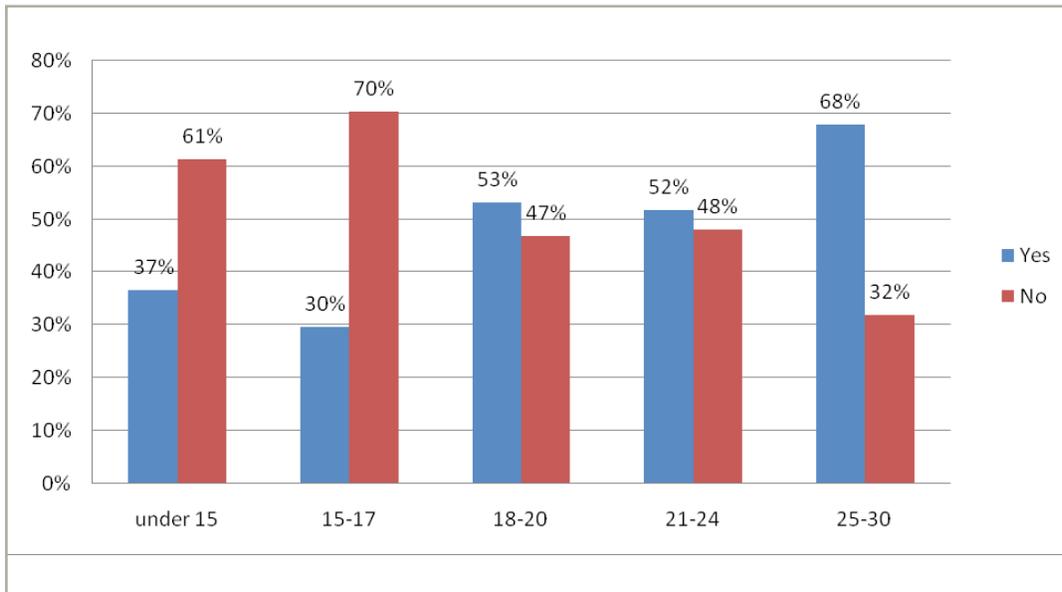
Do you participate in civic activities in your community? By gender



Do you participate in civic activities? By region



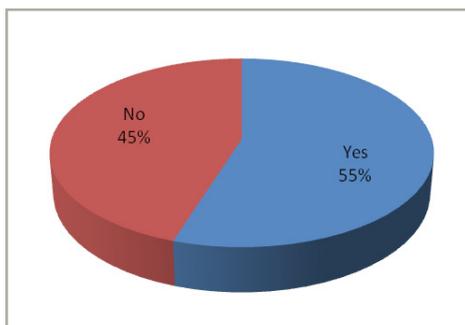
Do you participate in civic activities? By age



Reasons for not participating in civic activities

Reasons	Total Sample	Male	Female
Don't know	13%	12%	14%
No opportunities	17%	18%	17%
Not interested	21%	22%	21%
No time	42%	41%	42%
Other	6%	7%	6%

Do you intend to register in the upcoming elections?



Intent to register by gender, age and region

By gender	
Male	70%
Female	46%
By age	
18-20	53%
21-24	52%
25-30	68%
By region	
Dakar	54%
Kedougou	56%
St Louis	57%
Tamba	55%
Thies	67%
Ziguinchor	70%

ANNEX 9: STAKEHOLDER MAPPING

Table 9.1: Key Public Sector Stakeholders in the Education Sector

Entity	Policy Role	Service Delivery Role	Oversight Role
Ministry of Education (MOE)	Basic education	Equip public schools, train teachers, build and maintain infrastructure	Private schools
Ministry of Higher Education	Higher education	Equip existing universities, open new institutions	Accreditation of private universities
Ministry of Technical Education & Vocational Training	Vocational and professional training	Equip training centers, build new centers	Accreditation of private vocational training centers, certification of programs

Table 9.2: Key Donors in the Education Sector

Donor	Program Focus	Geographic Focus	Youth Focus
USAID	Basic Education – middle school focus; teacher training; life skills; ICT development; public-private partnership; governance/management	Nationwide	Yes
Agence Francaise Development	Vocational and technical training	Nationwide	All artisans, but youth in particular
UNICEF	Child protection	Dakar, Thies, Ziguinchor	Yes
World Bank	Higher education	Nationwide	Yes
African Development Bank	Access and quality, management, vocational training and job insertion	Nationwide	Yes
UNESCO	Universal Access	Nationwide	Yes
Luxembourg Cooperation	Vocational training, capacity building, job insertion	Thies, St Louis	Yes
CIDA	Access, quality and management of basic education, youth employability – formal education and vocational training	Nationwide	Yes
JICA	Vocational/technical training; math, science and technology; improve education environment	Fatick, Louga, Thies	Yes

Table 9.3: Key Civil Society Stakeholders in the Education Sector

Entity	Program Focus	Geographic Focus	Youth Focus
Asafin	Vocational Training Institution	Dakar	Yes
La Lumiere	Youth protection and reintegration	Southern Senegal	Yes
Handicap International	Accessibility, vocational training, entrepreneurship	Casamance	Yes
World Education	Peace Education, HIV/AIDS Education	Casamance – Thies	Youth focus on peace educ. in school – general population for other programs

Table 9.4: Key Donors in the Employment Sector

Donor	Program Focus	Geographic Focus	Youth Focus
USAID	Wulu Naafa and economic growth programs – both focus on agriculture and supporting poverty reduction through improved income generation	Tambacounda, Kédougou, Kolda and Ziguinchor, coastal zones and the delta region of the rivers in Casa-mance and Sine-Saloum	Youth not specifically targeted, but includes income generation component
UNIDO	Capacity building and induction programs specifically for youth coming out of vocational training	Tambacounda, Saint Louis	Yes
UNDP	Youth employment and professional development for entry level positions	National	Yes
ILO	Improve vocational trg system to ensure more adequate response to labor demand	National	Yes
AFD	Supporting a local SME engaged in milk production to create 50 permanent jobs	Northern Senegal	No

Table 9.5: Key Public Sector Stakeholders in the Employment Sector

Entity	Policy Role	Service Delivery Role	Oversight Role
Fonds National de Promotion de la Jeunesse (FNPJ)	Finance individual or group projects initiated by young people in agric., commercial, industrial and services	Guarantor of funding; works with banks to provide financing to youth	Evaluate programs financed
Agence Nationale pour l'Emploi des Jeunes (ANEJ)	Advance implementation of policy on youth employment set by the state; intervene by all means on the labor market to promote youth employment; create a database listing ideas for creating jobs/businesses; assisting youth to create income-generating activities	Economic promotion (advocacy, information, guidance), developing business plans, training, job placement (internship and employment) and a portfolio of partnership for youth employment	Track new entrants into the labor market
Ministère de la Fonction Publique et de l'Emploi	Coordinate policies and implementation of policies regarding employment	Ensure M&E of employment policy and programs; coordinate and monitor employment issues in macro-economic and sectoral policies	Development, implementatn, M&E of nat'l employment policy
Centre Départemental d'Education Populaire et Sportive (CDEPS)	Implement policies and programs created by the Ministry of Youth and Sports	To train young volunteers; to provide youth with sports and cultural activities, train them in trades, and raise awareness	Attract youth to their programs

Table 9.6: Key Private Sector Stakeholders in the Employment Sector

Entity	Program Focus	Geographic Focus	Youth Focus
Touch Atout	Job placement service	Dakar	Yes
Incubateur de Femmes	Business incubation for female entrepreneurs	Dakar	Youth ages 20-30; primarily women
Institut Africain de Management	Offer training on request with an effort to adapt to the needs of individuals or companies	Dakar and Tambacounda	Yes
Institut Supérieur de Management	Business management and entrepreneurship training	6 campuses	Yes

Table 9.7: Key Donors in the Health Sector

Donor	Program Focus	Geographic Focus	Youth Focus
USAID	Maternal and child health, family planning, healthcare policy and financing	National	Primarily women and children
ONU SIDA	HIV/AIDS	National	Yes
WHO	Reproductive health, tropical diseases, and maternal/neonatal care	National	Yes

Table 9.8: Key Public Sector Stakeholders in the Health Sector

Entity	Policy Role	Service Delivery Role	Oversight Role
Ministry of Health and Prevention (MOHP)	Coordinate and implement policies which promote health and family planning in the country	Contributing to reaching the objectives of the MDGs and Senegal's PRSP	Monitor and oversee services provided by health facilities and hospitals around the country
Centre Départemental d'Education Populaire et Sportive (CDEPS)	Implement policies and programs adapted by the Ministry of Youth and Sports	To train young volunteers and peer educators on various health issues	Monitor and coordinate peer educator seminars
Centre de Conseil Adolescent "Centre Ado"	Implement policies and programs adapted by the Ministry of Youth and Sports	Provide information on STD/ AIDS education, non-smoking campaigns, early marriage and pregnancy, confidential advising	Organize seminars and information sessions for you
Ministry of Youth, Sports and Leisure (MYSL)	Coordinate, organize and implement policies for youth in Senegal	Ensure youth are provided with services ranging from training, health, etc.	Monitor and oversee organizations under the ministry which provide services to youth

Table 9.9: Key Civil Society Stakeholders in the Health Sector

Entity	Program Focus	Geographic Focus	Youth Focus
FHI	HIV/AIDS, STDs, testing, and providing information to youth by working with local NGOs	National, service centers for VCT in Dakar, Thies, and Kaolack	Yes
Handicap International	Law, equality, citizenship, social inclusion of persons with disabilities; raising awareness and improving physical access to people with disabilities	Dakar, Ziguinchor,	Yes
Helen Keller International	Vitamin A supplementation, food fortification, nutritional support for people living with HIV/AIDS	11 of 14 regions (excludes Saint Louis, Matam, and Louga)	Yes
Plan International	Program encourages women to attend both pre-natal and ante-natal consultations to monitor the health of their child	Kaolack, Louga, Saint Louis, and Thies	Primarily young children

Table 9.10: Key Public Sector Stakeholders in the Citizenship and Engagement Sector

Entity	Policy Role	Service Delivery Role	Oversight Role
Ministry of Youth, Sports and Leisure	Promote youth participation	Coordinate with local government all youth activities. Run CDEPS and Adolescent Centers. National Civic Service Program, Vacances Citoyennes	Supervise all youth-related programs at the regional and district levels

Table 9.11: Key Donors in Citizenship and Engagement

Donor	Program Focus	Geographic Focus	Youth Focus
USAID	Peace Education	Casamance	Yes
GIZ (GTZ)	Peace	Casamance	
UNICEF	Human Rights and Political Participation	Nationwide	Yes

Table 9.12: Key Civil Society Stakeholders in Citizenship and Engagement

Entity	Program Focus	Geographic Focus	Youth Focus
World Education	Community Radios, Peace Education	Casamance, Thies	Target all members of the community
Tostan	Human Rights	Nationwide	FGM prevention – young women
KEOH	Participation in Civil Society	Tambacounda / Kedougou	Target all members of the community
Mouvement Citoyen	Strengthening Civil Society	Several Regions	Target all members of the community
Wula Nafa	Environment Protection	Several Regions	Target all members of the community
AKAD	Peace and Reconciliation	Casamance	Target all members of the community
ORCAV	Vacation activities – sports, cultural	Nationwide	Yes

ANNEX 10: FOCUS GROUP AND INTERVIEW PROTOCOLS

English

- 10.1 Youth Focus Group Protocol
- 10.2 Rapid Youth Survey
- 10.3 NGO Interview Protocol
- 10.4 Public Sector Interview
- 10.5 Donor Interview Protocol
- 10.6 Private Sector Guided Survey

French

- 10.7 Protocole pour Groupes de Discussion de Jeunes
- 10.8 Enquete Rapide auprès des Jeunes
- 10.9 Entretien Semi-Directif pour les ONG
- 10.10 Entrevue auprès du Secteur Public
- 10.11 Protocole d'Entretien auprès des Bailleurs de Fonds
- 10.12 Entretien Semi-Directif pour le Secteur Privé

YOUTH FOCUS GROUP PROTOCOL: YouthMap Senegal

Facilitator welcomes group and thanks youth for their participation. Facilitator then explains purpose and methodology of FGs:

- We are here to conduct some research around the realities of young people.
- We are confident that your voices and thoughts will lead us to better support youth.
- We plan to use your thoughts and ideas – not your names.
- We encourage everyone to be honest and open.
- If you have any questions, please feel free to ask at the end of our time.
- If you don't want to answer, you don't have to do so.

Finally, we have a short survey (anonymous) for you to fill out after the FG.

<i>Key Question</i>	<i>Probing Questions¹</i>
(1) What are the most pressing issues or obstacles that prevent youth from making positive gains?	<p>How does poverty affect your chances of success?</p> <p>Do you have access to the services you need?</p> <p>Does violence and crime affect your lives? Are some places more dangerous than others?</p> <p>Are there any problems unique to either males or females?</p>
(2) In your experience, how relevant/useful is a formal education? Do schools prepare you for productive lives?	<p>Why do so many young people drop out of school?</p> <p>Why so some children not have access to school?</p> <p>What level of education does one need to succeed? Does school prepare you for work?</p> <p>Do you have friends that cannot read/write? If so, how do they earn money?</p>
(3) How and where do most youth you know earn money?	<p>Do you and your friends earn money working in formal or informal jobs?</p> <p>Is it easy to find work in this region?</p> <p>Are there differences between men and women?</p>

¹ The “probing questions” listed here are illustrative. The Focus Group Facilitator should make special effort to probe on areas that are both relevant to conversation as well as the research questions.

YOUTH FOCUS GROUP PROTOCOL: YouthMap Senegal

	How do you go about finding a job?
(4) Tell us about the most important accomplishments thus far in your lives?	<p>What assets, skills, knowledge allowed you to accomplish this?</p> <p>Where did you learn these skills (e.g., school, work, family)?</p>
(5) What do you hope to achieve in your life? Share with us some of your dreams for the future.	<p>How will your life be in comparison to your parents?</p> <p>Do you have hope for the future?</p>
(6) Describe how engaged you feel in your community?	<p>What services are there for you in your local area?</p> <p>Are you involved with civic groups?</p> <p>Do you ever volunteer your time to help your community?</p> <p>Do you feel you are listened to by community leaders/adults/politicians?</p>
(7) Do you feel pressured by your friends/peers to join groups engaging in violence and/or crime?	<p>What is your good/bad impression of criminal organizations?</p> <p>Do they provide youth in this country an alternative?</p> <p>What types of support do these groups provide to their members?</p>
(8) Do you consider yourself politically active?	<p>How are you political active?</p> <p>Why are you active?</p> <p>What sorts of activities do you do?</p>
(9) What positive and negative health behaviors characterize young people in your community?	Are there significant differences between youth cohorts, or between male and female cohorts?
(10) Are there health services offered for young people in your community?	<p>If yes, do you feel comfortable accessing these services? Why/Why not?</p> <p>If there are no, or limited, services, what sort of health services are most important for young people?</p>
(11) If you were to design a program for youth in this country: (a) What key areas would it address? (b) What are your ideas on how such a program would look like?	<p>Which key areas / resources / policies should a youth program focus upon?</p> <p>What could this program look like: youth centers, internships, increased formal educational opportunities, sports/leisure projects?</p>

YOUTH FOCUS GROUP PROTOCOL: YouthMap Senegal

Close:

- A. Ask if there are any questions the youth have.
- B. Be sure to leave some sort of in-country contact information w/ youth: youth assessors, facilitators or USAID staff.
- C. Distribute the rapid demographic surveys and have youth assessors walk around to help youth fill out!

RAPID YOUTH SURVEY: YouthMap Senegal

Date : _____
Region : _____
Focus Group: _____
Team : _____
Youth # : _____

1. Age:

Under 15 <input type="checkbox"/>	15-17 <input type="checkbox"/>	18-20 <input type="checkbox"/>	21-24 <input type="checkbox"/>	25-30 <input type="checkbox"/>
-----------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

2. Sex:

Male <input type="checkbox"/>	Female <input type="checkbox"/>
-------------------------------	---------------------------------

3. What is your ethnic group? _____

4. What is your home residence? Community _____ District _____

a. Is this rural or urban? _____

5. Marital status

Single <input type="checkbox"/>	Married <input type="checkbox"/>	Divorced / separated <input type="checkbox"/>	Widowed <input type="checkbox"/>
---------------------------------	----------------------------------	---	----------------------------------

6. How many children do you have?

0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 or more <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	------------------------------------

7. Can you read in French?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

8. Can you write in French?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

9. Are you currently in school?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

a. If yes, what level?

Primary <input type="checkbox"/>	Junior secondary <input type="checkbox"/>	Senior secondary <input type="checkbox"/>	Vocational/professional <input type="checkbox"/>	University <input type="checkbox"/>
----------------------------------	---	---	--	-------------------------------------

b. What is the highest level of formal education you have completed?

None <input type="checkbox"/>	Some primary <input type="checkbox"/>	Completed Primary <input type="checkbox"/>	Some Secondary <input type="checkbox"/>	Completed Secondary <input type="checkbox"/>	Some Vocational/professional <input type="checkbox"/>	Completed Vocational/professional <input type="checkbox"/>	Some university <input type="checkbox"/>	Completed university <input type="checkbox"/>
-------------------------------	---------------------------------------	--	---	--	---	--	--	---

RAPID YOUTH SURVEY: YouthMap Senegal

10. Are you currently working? (If no, skip to question #12)

Yes, in a full-time job <input type="checkbox"/>	Yes, in a part-time job <input type="checkbox"/>	Yes, self-employed <input type="checkbox"/>	No <input type="checkbox"/>
--	--	---	-----------------------------

a. If yes, how long have you been at your current job / been self-employed?

Less than 3 months <input type="checkbox"/>	3 months – 6 months <input type="checkbox"/>	6 months – 1 year <input type="checkbox"/>	Over 1 year <input type="checkbox"/>
---	--	--	--------------------------------------

11. Describe this work. Is it...? (If you are currently working multiple jobs, check all that apply)

			Months of work per year
... formal (registered with NINEA and has an accounting system)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
... informal (market stall; roadside stall; handicrafts)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
... seasonal or irregular (EX. agriculture, helping out a friend/relative, day laborer)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
...other?	Please Explain:		

12. If you are not working, would you like to work?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

a. If yes, how long have you been unemployed?

Never worked <input type="checkbox"/>	Less than 3 months <input type="checkbox"/>	3 months – 6 months <input type="checkbox"/>	6 months – 1 year <input type="checkbox"/>	Over 1 year <input type="checkbox"/>
---------------------------------------	---	--	--	--------------------------------------

13. Is there a trade or skill that you would like to learn but have not yet been able to learn yet?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

If yes, what is that trade or skill? _____

RAPID YOUTH SURVEY: YouthMap Senegal

14. Do you currently participate in any civic activities in your community, such as volunteering, campaigning for a political candidate, helping a religious organization?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

a. If yes, what kind: _____

b. If no, why not?

Don't know <input type="checkbox"/>	No opportunities <input type="checkbox"/>	Not interested <input type="checkbox"/>	Not enough time <input type="checkbox"/>	Other <input type="checkbox"/>
-------------------------------------	---	---	--	--------------------------------

c. If "other", please explain.

--

15. Do you currently own a mobile phone?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

16. How often do you have access to a computer?

Daily <input type="checkbox"/>	2 - 3 times per week <input type="checkbox"/>	Once per week <input type="checkbox"/>	Once per month <input type="checkbox"/>	I have never used a computer <input type="checkbox"/>
--------------------------------	---	--	---	---

17. How often do you have access to internet?

Daily <input type="checkbox"/>	2 - 3 times per week <input type="checkbox"/>	Once per week <input type="checkbox"/>	Once per month <input type="checkbox"/>	I have never used the internet <input type="checkbox"/>
--------------------------------	---	--	---	---

18. Do you intend to register in the upcoming elections?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

19. Do you have any other comments on the subjects discussed today?

NGO interview protocol: YouthMap Senegal

Person interviewed: _____

Title: _____

NGO name: _____

Date : _____

Region : _____

NGO #: _____

Team : _____

Language : _____

Mission

1. What youth-oriented activities is your organization currently conducting in Senegal? Who are your implementing partners?
2. Can you describe the profile of your youth beneficiaries?
3. Can you describe the impacts of your investments in youth development?
4. What do you see as the major challenges facing young people in Senegal?
5. Who are the leading donors supporting the youth sector?
6. What obstacles do NGOs face in implementing youth programs?

[Note: Depending on the strategic focus of the NGO, the interviewer should choose from the selection of sector-based questions below. For example, if the NGO is mostly focused on education, the interview should focus primarily on their activities in this sector. If the NGO is involved in each sector, the interviewer should determine in which sectors the NGO has a youth focus and then ask questions based on that sector]

Education & Learning

7. Please describe the activities your organization is implementing in the education sector.
8. What are the major strengths of the sector?
9. What are the major obstacles of the sector?
10. How effective does the education sector link with employment (e.g., vocational training, entrepreneurship training, etc.)?
11. What role, if any, does the private sector have in the formal education sector?
12. What education sector policies or public sector entities exists to support youth? Describe.

Work & Employment

13. Please describe the activities your organization is implementing in the work/employment sector.
14. What are the major strengths of the sector?
15. What are the major obstacles of the sector?
16. What legal economic activities are youth involved in? (e.g., sectors and industries)
 - a. Are these activities stable, seasonal, or irregular?
17. To your knowledge, are youth able to maintain employment or generate a steady income from self-employment for at least 90 days? Why or why not?
18. Of those youth that obtain employment, how do their wages differ after having been involved in livelihoods programming?
19. What informal sector activities are youth involved in?
 - a. Are these activities stable, seasonal, or irregular?
20. What illegal, or black market, activities are youth involved in?
21. To what extent are youth at risk of exploitative labor conditions in certain sectors?
22. What are the challenges that youth face when seeking formal, informal and self-employment opportunities?
 - a. How do these challenges vary for female and male youth?

NGO interview protocol: YouthMap Senegal

23. What labor sector policies or public sector entities exists to support youth? Describe.
24. What are the three main reasons for high youth unemployment in Senegal?
25. What are the three solutions you would recommend to reduce youth unemployment?

Health & Family Planning

26. Please describe the activities your organization is implementing in the health sector.
27. What are the challenges young men face in accessing services to family planning?
28. What are the challenges young women face in accessing services to family planning?
29. What services are of greatest demand among young people – legal or illegal?
30. What types of health services are provided to young people?
31. Would you describe these services as “youth-friendly”? If yes, how so? If no, why not?
32. Are there areas of unmet need or major gaps as it concerns health service provision?
33. How well are youth sensitized on HIV/AIDS and other STDs?
34. Is early pregnancy a problem in Senegal? If so, how is the question discussed among adolescents, their parents?
35. In your experience, what are the major positive and negative youth health behaviors in Senegal?
36. What is the influence of marriage and childbearing on employment and education among Senegalese youth?

Citizenship & Engagement

37. Please describe the activities your organization is implementing in the D&G sector.
38. Are there success stories that you can share with us?
39. Can you describe major obstacles to youth engagement if they exist.
40. What assets and obstacles exist within particular communities that impact the lives of young people? (EX: active community centers, active youth groups, high levels of substance abuse, low quality schools, political corruption)
41. Are youth active in civic groups?
 - a. If yes, what are some of the more popular/active groups?
42. Are volunteer opportunities made available to young people? If so, can you name some of the more popular volunteer programs?
43. Are there groups that that prevent young people from becoming active within their communities? (EX: gangs)
44. To what extent are youth involved in crime or politically–motivated violence?
45. What types of crime are most common among youth?
46. What programs have been put in place to combat youth crime?
47. What D&G sector policies or public sector entities exists to support youth? Describe.

At-Risk Youth

48. Please describe the profile of at-risk youth in Senegal. How does this differ regionally (e.g., Casamance vs. other areas)?
49. Please describe the activities/interventions your organization is implementing to assist at-risk youth.
50. What different cohorts (e.g., out-of-school youth, trafficked youth, refugees, youth affected by violence) are at-risk and how do their needs differ?

PUBLIC SECTOR INTERVIEW: YouthMap Senegal

Date : _____

Region : _____

Public Sector #: _____

Team : _____

Language : _____

1. Agency name: _____
2. Specific office: _____
3. How long have you held this position? _____
4. What is the mission of your agency / department ?
5. Please describe programs and projects that are sponsored by your office that focus on youth development.
6. Can you provide some examples of impact (i.e., success stories) regarding your work with young people?
 - a. Are there any differences for men and women?
7. Do you know of other programs/models/successes implemented by other agencies or organizations ?
8. What are some of the strengths of youth in Senegal?
9. Which are the groups you consider most at risk?
10. What are some of the major challenges facing young people in Senegal today?
 - a. Are there any differences for men and women?
 - b. Are there differences for youth at risk?
11. What are the 1-2 primary areas of service that young people need services? (EX: employment, education, health, etc.)
12. What are the challenges faced in providing these services?
13. As a public entity, what challenges does your office face in delivering services to young people?
14. Would your agency be interested in discussing a strategic partnership with a future program designed to support youth?

Yes

No

Don't know

If yes, what could this look like?

15. Additional recommendations for future programs designed to support youth:

Donor interview protocol: YouthMap Senegal

Person interviewed: _____

Title: _____

Donor name: _____

Date : _____

Region : _____

Donor #: _____

Team : _____

Language : _____

Mission

1. What youth-oriented activities is your organization currently conducting in Senegal? Who are your implementing partners?
2. Can you describe the impacts of your investments in youth development?
3. What do you see as the major challenges facing young people in Senegal?
4. What do you see as the major strengths of youth in Senegal?
5. Who are the leading local NGOs and CBOs working in the youth sector?
6. What is your opinion of the role of government in youth issues?
7. What obstacles do donors face in implementing youth programs?

[Note: Depending on the strategic focus of the donor, the interviewer should choose from the selection of sector-based questions below. For example, if the donor is mostly focused on education, the interview should focus primarily on their activities in this sector. If the donor is involved in each sector, the interviewer should determine in which sectors the donor has a youth focus and then ask questions based on that sector]

Education & Learning

8. Please describe the activities your organization is funding/implementing in the education sector.
9. What are the major strengths of the sector?
10. What are the major obstacles of the sector?
11. What are the strengths and weaknesses of professional and vocational training programs?
12. How effective does the education sector link with employment (e.g., vocational training, entrepreneurship training, etc.)?
13. What role, if any, does the private sector have in the formal education sector?
14. What are the most successful education and training programs in Senegal? Why?

Work & Employment

15. Please describe the activities your organization is funding/implementing in the work/employment sector.
16. As far as youth employment, what are the major strengths of the economy?
17. As far as youth employment, what are the major weaknesses of the economy?
18. What legal economic activities are youth involved in in the formal sector? (e.g., sectors and industries)
 - a. Are these activities stable, seasonal, or irregular?
19. What legal economic activities are youth involved in in the informal sector? (e.g., sectors and industries)
 - b. Are these activities stable, seasonal, or irregular?
20. To your knowledge, are youth able to maintain employment or generate a steady income from self-employment for at least 90 days? Why or why not?

Donor interview protocol: YouthMap Senegal

21. Of those youth that obtain employment, how do their wages differ after having been involved in livelihoods programming?
22. What illegal, or black market, activities are youth involved in?
23. To what extent are youth at risk of exploitative labor conditions in certain sectors?
24. What are the challenges that youth face when seeking formal, informal and self-employment opportunities?
 - a. How do these challenges vary for female and male youth?
25. What labor sector policies or public sector entities exists to support youth? Describe.
26. What are the three main reasons for youth unemployment?
27. What are the three solutions to reducing youth unemployment?

Health & Family Planning

28. Please describe the activities your organization is funding/implementing in the health sector.
29. What are the major strengths of programs and policies toward youth health in Senegal?
30. What are the major obstacles of programs and policies toward youth health in Senegal?
31. What types of health services are provided to young people?
32. What services are of greatest demand among young people?
33. Would you describe these services as “youth-friendly”? If yes, how so? If no, why not?
34. Are there areas of unmet need or major gaps as it concerns health service provision?
35. In your experience, what are the major positive and negative youth health behaviors in Senegal?
36. What is the influence of marriage and childbearing on employment and education among Senegalese youth?
37. What health sector policies or public sector entities exists to support youth? Describe.

Citizenship & Engagement

38. Please describe the activities your organization is funding/implementing in the D&G sector.
39. What are some success stories in terms of civic engagement?
40. What assets and obstacles exist within particular communities that impact the lives of young people?
(EX: active community centers, active youth groups, high levels of substance abuse, low quality schools, political corruption)
41. Are youth active in civic groups?
 - a. If yes, what are some of the more popular/active groups?
42. Are volunteer opportunities made available to young people? If so, can you name some of the more popular volunteer programs?
43. Are there groups that that prevent young people from becoming active within their communities? (EX: gangs)
44. To what extent are youth involved in crime or politically–motivated violence?
45. What types of crime are most common among youth?
46. What programs have been put in place to combat youth crime?
47. What D&G sector policies or public sector entities exists to support youth? Describe.

At-Risk Youth

48. Please describe the profile of at-risk youth in Senegal. How does this differ regionally (e.g., Casamance vs. other areas)?
49. Please describe the activities/interventions your organization is funding/implementing to assist at-risk youth.
50. What different cohorts (e.g., out-of-school youth, trafficked youth, refugees, youth affected by violence) are at-risk and how do their needs differ?

PRIVATE SECTOR GUIDED SURVEY: YouthMap Senegal

1. Company name: _____

2. Industry/Sector: _____

a. Number of Employees: _____

Date : _____

Region : _____

Private Sector #: _____

Team : _____

Language : _____

3. How do you recruit and train Youth (ages 15-30)?

4. Are there specific positions that are difficult to fill:

Identify types of positions and describe reasons:

5. From your knowledge, which sectors are exhibiting the greatest growth? The greatest decline? The greatest vulnerabilities?

Identify sectors:

6. How do these sectors differ by region or district?

7. Does your Company hire youth (15 - 30 year olds)?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

a. If yes, youth make up _____ % (estimate) of our company's total workforce.

b. If no, why not?

8. Typical positions that youth occupy in our company are:

Identify types of positions and describe:

9. Do young people usually have all the technical skills required for the work when they are hired? If no, what are they missing?

PRIVATE SECTOR GUIDED SURVEY: YouthMap Senegal

10. Do young people usually have all the soft skills, life skills required for the work when they are hired? If no, what are they missing?

11. Which positions could youth fill in your company?

Identify any challenges and perceptions and describe:

12. What are the strengths that youth can bring to your company? Your industry? Your sector?

Identify any challenges and perceptions and describe:

13. What challenges do the private sector have in working with youth (e.g., as employees, suppliers of goods and services, etc.)? What is the private sector perception of youth?

Identify any challenges and perceptions and describe:

14. Our company would be interested in discussing a strategic partnership with programs designed to support youth:

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
-----	--------------------------	----	--------------------------	------------	--------------------------

What could this look like?

15. Additional recommendations for future programs designed to support youth:

- a. _____

- b. _____

PROTOCOLE POUR GROUPES DE DISCUSSION DE JEUNES : Initiative “YouthMap” au Sénégal

L'animateur accueille le groupe et remercie les jeunes pour leur participation. L'animateur explique ensuite l'objectif et la méthodologie des groupes de discussion (GD) :

- Nous sommes ici pour mener des recherches sur les réalités des jeunes. Cette recherche sera utilisée par le gouvernement, les bailleurs de fonds et les ONG pour concevoir des programmes au profit des jeunes au Sénégal.
- Nous sommes confiants que vos idées et réflexions nous guideront vers un meilleur soutien des jeunes dans l'avenir.
- Nous comptons utiliser vos idées et avis – et non vos noms – ainsi votre vie privée sera respectée.
- Nous vous encourageons à être honnêtes et transparents – nous voulons que ce groupe soit un espace sécurisant pour les discussions.
- Il n'y a pas de «bonnes» ou «mauvaises » réponses, seulement des opinions - et elles sont toutes équitablement précieuses pour nous.
- Si vous avez des questions, s'il vous plaît n'hésitez pas à les poser à la fin de la séance.
- Si vous ne souhaitez pas répondre, vous êtes libre de le faire.

A la fin, nous aurons un court questionnaire (anonyme) à vous faire remplir après le GD.

Question clé	Questions d'investigation ¹
(1) Quels sont les plus grands problèmes et obstacles qui rendent la réussite des jeunes dans la vie difficile ?	Comment la pauvreté affecte-elle votre possibilité de réussir ? Avez-vous les services de soutien dont vous avez besoin (par exemple, éducatif, économique, santé, administratif, familial) ? Y a-t-il des problèmes spécifiques aux hommes ou aux femmes ? Comment la violence et la criminalité affectent-elles votre vie ? Y a-t-il des endroits plus dangereux que d'autres ?

¹ Les « questions d'investigation » sont listées à titre d'exemple. L'animateur du groupe de discussion doit déployer un effort particulier pour scruter les domaines pertinents à la fois à l'échange et à l'étude.

PROTOCOLE POUR GROUPES DE DISCUSSION DE JEUNES : Initiative “YouthMap” au Sénégal

Question clé	Questions d'investigation ¹
(2) D'après votre expérience, comment est ce que l'éducation formelle est pertinente/utile ? Est ce que les écoles vous préparent à la vie productive/active ?	<p>Pourquoi il existe des jeunes qui n'ont jamais fréquenté l'école ?</p> <p>Pourquoi tant de jeunes abandonnent l'école ?</p> <p>Pourquoi tant de jeunes redoublent-ils leurs classes ? (par exemple, incompetence des enseignants; faible motivation; médiocrité des infrastructures scolaires; taux d'absentéisme élevé) ?</p> <p>Quel niveau scolaire pensez-vous que les jeunes ont besoin pour réussir dans le monde d'aujourd'hui ? Est-ce l'école vous prépare à la vie active ?</p> <p>Avez-vous des amis qui ne savent ni lire ni écrire ? Si oui, comment gagnent-ils leurs vies ? Avez-vous suivi des Cours du Soir ? En connaissez-vous qui l'ont fait ?</p>
(3) Comment et où la plupart des jeunes que vous connaissez gagnent de l'argent ?	<p>Gagnez-vous et vos amis gagnent-ils de l'argent en travaillant dans le formel ou l'informel² ?</p> <p>Comment avez-vous trouvé de l'emploi et acquis de l'expérience ?</p> <p>Est-il facile ou difficile de trouver du travail dans la région où vous habitez ? Si cela est difficile, qu'est ce qui serait plus facile pour vous ?</p> <p>Y a t-il des différences entre les jeunes hommes et les jeunes femmes ?</p>
(4) Quelles sont les réalisations que vous avez accomplies dans votre vie qui vous rendent fiers et heureux ?	<p>Quelles sont les caractéristiques personnelles, les aptitudes/compétences, connaissances qui vous ont permis d'accomplir ces réalisations ?</p> <p>Où avez-vous acquis ces aptitudes (par exemple, à l'école, au travail, au sein de la famille) ?</p>
(5) Qu'espérez-vous accomplir dans votre vie ? Citez quelques uns de vos rêves et objectifs pour l'avenir ?	<p>Comment pensez-vous que votre vie sera par rapport à celle de vos parents ? (si meilleure/pire, donnez les raisons)</p> <p>Êtes-vous optimiste quant à l'avenir ? Si oui, pourquoi ? Si non, pourquoi ?</p>

² Les emplois dans secteur formel sont ceux où l'employeur est une entreprise ou une société qui est enregistrée au NINEA. Les emplois dans le secteur informel sont ceux qui ne se conforment pas à la réglementation gouvernementale, notamment les petits commerces ou commerces ambulants, commerces familiaux ou confection d'articles destinés à la vente (par exemple, l'artisanat, produits alimentaires), etc.

PROTOCOLE POUR GROUPES DE DISCUSSION DE JEUNES : Initiative “YouthMap” au Sénégal

Question clé	Questions d'investigation ¹
(6) Vous sentez-vous partie intégrante de votre communauté ?	<p>Êtes-vous impliqué dans des actions citoyennes ? Si oui, pourquoi ? Si non, pourquoi ?</p> <p>Avez-vous déjà participé à des activités communautaires ?</p> <p>Sentez-vous que vous êtes écoutés par les dirigeants communautaires /adultes /politiciens ? Si non, que souhaiteriez-vous leur dire ?</p>
(7) J'aimerais que vous m'aidiez à comprendre un autre aspect du comportement des jeunes. . . certains jeunes comme vous, dans quelques régions du pays, recourent-ils à la violence. Pour quelles raisons le font-ils ?	<p>Que pensez-vous de ces raisons ?</p> <p>Au Sénégal, est ce que la criminalité offre une alternative aux jeunes ? Si oui, comment ? Si non, comment ?</p> <p>Si vous vous connaissez en gangs, quel genre de soutien ces gangs fournissent à leurs membres ?</p> <p>Que peuvent faire les jeunes ou le voisinage ou la communauté pour prévenir la violence ? Promouvoir la paix ?</p>
(8) Vous considérez-vous politiquement actif ?	<p>Comment est que vous êtes politiquement actif ?</p> <p>Pourquoi êtes-vous actif ?</p> <p>Quelles sortes d'activités faites-vous ?</p>
(9) En matière de santé, quels sont les comportements positifs et négatifs qui caractérisent les jeunes de votre communauté ?	<p>Existe-il des différences significatives entre les groupes d'âge, ou entre les hommes et les femmes ?</p>
(10) Existe-il des services de santé offerts aux jeunes au sein de votre communauté ?	<p>Si oui, vous sentez vous à l'aise d'avoir recours à ces services ? Si oui, pourquoi ? Si non, pourquoi ?</p> <p>S'il n'y a pas ou peu de services, quels genres de services de santé sont les plus importants pour les jeunes ?</p> <p>Ces services sont-ils acceptables (par exemple, coûts, localisation, etc.) ?</p>
(11) Si vous aviez à concevoir un programme pour les jeunes dans ce pays: (a) Quels sont les domaines clés qui y seraient privilégiés ? (b) Comment concevez-vous ce programme ?	<p>Sur quels domaines/ressources/politiques clés devrait se focaliser un programme pour jeunes ?</p> <p>Quelle forme prendra ce programme: centres de jeunes, placement en stages, opportunités accrues pour l'éducation formelle, formation professionnelle, projets pour sports et loisirs ?</p>
<p>Concluez:</p> <p>A. Demandez aux jeunes s'ils ont des questions.</p> <p>B. Assurez-vous de laisser un contact local pour les jeunes : évaluateurs, animateurs ou personnel de l'USAID</p> <p>C. Distribuez les questionnaires et faites en sorte que les évaluateurs aident les jeunes à les remplir, ou scindez l'équipe des évaluateurs et demandez-leur d'administrer le questionnaire verbalement à chacun des jeunes, individuellement.</p>	

ENQUETE RAPIDE AUPRES DES JEUNES : Initiative « YouthMap » au Sénégal

Date : _____
 Région : _____
 Focus Group #: _____
 Equipe : _____
 Jeune # : _____

1. Age :

Moins de 15 <input type="checkbox"/>	15-17 <input type="checkbox"/>	18-20 <input type="checkbox"/>	21-24 <input type="checkbox"/>	25-30 <input type="checkbox"/>
--------------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

2. Sexe :

Masculin <input type="checkbox"/>	Féminin <input type="checkbox"/>
-----------------------------------	----------------------------------

3. Quel est votre appartenance ethnique ?

4. Où résidez-vous ? Commune _____ Département _____

a. Est ce en zone rurale ou en zone urbaine ? _____

5. État matrimonial ou civil :

Célibataire <input type="checkbox"/>	Marié(e) <input type="checkbox"/>	Divorcé(e) / Séparé(e) <input type="checkbox"/>	Veuf(ve) <input type="checkbox"/>
--------------------------------------	-----------------------------------	---	-----------------------------------

6. Avez-vous des enfants? Si oui combien?

0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 ou plus <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	------------------------------------

7. Êtes-vous capable de lire le français?

Oui <input type="checkbox"/>	Non <input type="checkbox"/>
------------------------------	------------------------------

8. Êtes-vous capable d'écrire en français?

Oui <input type="checkbox"/>	Non <input type="checkbox"/>
------------------------------	------------------------------

9. Êtes-vous actuellement inscrit à l'école ou dans une structure de formation ?

Oui <input type="checkbox"/>	Non <input type="checkbox"/>
------------------------------	------------------------------

a. Si oui, à quel niveau ?

Primaire <input type="checkbox"/>	Collège <input type="checkbox"/>	Lycée <input type="checkbox"/>	Formation professionnelle <input type="checkbox"/>	Universitaire <input type="checkbox"/>
-----------------------------------	----------------------------------	--------------------------------	--	--

b. Quel est le plus haut niveau de scolarité que vous avez atteint ?

Aucun <input type="checkbox"/>	Primaire inachevé <input type="checkbox"/>	Primaire achevé <input type="checkbox"/>	Secondaire inachevé <input type="checkbox"/>	Secondaire achevé <input type="checkbox"/>	Formation professionnelle inachevée <input type="checkbox"/>	Formation professionnelle achevée <input type="checkbox"/>	Universitaire inachevé <input type="checkbox"/>	Universitaire achevé <input type="checkbox"/>
-----------------------------------	--	--	--	--	--	--	--	--

ENQUETE RAPIDE AUPRES DES JEUNES : Initiative « YouthMap » au Sénégal

10. Travaillez-vous actuellement ? (Si non, passez à la question # 12)

Oui, à plein temps <input type="checkbox"/>	Oui, à temps partiel <input type="checkbox"/>	Oui, entrepreneur <input type="checkbox"/>	Non <input type="checkbox"/>
---	---	--	------------------------------

a. Si oui, depuis combien de temps occupez-vous votre emploi actuel/êtes-vous un travailleur autonome ?

Moins de 3 mois <input type="checkbox"/>	3 à 6 mois <input type="checkbox"/>	6 mois à 1 an <input type="checkbox"/>	Plus d'un an <input type="checkbox"/>
--	-------------------------------------	--	---------------------------------------

11. Décrivez ce travail. S'agit-il d'un emploi ... ? (Si vous occupez actuellement plusieurs emplois, cochez toutes les cases)

		Nombre de mois travaillés par an
... formel (déclarée au NINEA, tenant une comptabilité, payant des salaires réguliers)	Oui <input type="checkbox"/> Non <input type="checkbox"/>	
... informel (commerce ambulante sur voie publique ou au marché; artisanat) ?	Oui <input type="checkbox"/> Non <input type="checkbox"/>	
... saisonnier ou irrégulier (EX. agriculture, aide à un ami ou un parent, journalier) ?	Oui <input type="checkbox"/> Non <input type="checkbox"/>	
... autre ?	SVP précisez :	

12. Si vous ne travaillez pas en ce moment, cherchez-vous du travail ?

Oui <input type="checkbox"/>	Non <input type="checkbox"/>
------------------------------	------------------------------

a. Si oui, combien de temps avez-vous été au chômage depuis votre dernier emploi ?

Toujours <input type="checkbox"/>	Moins de 3 mois <input type="checkbox"/>	3 à 6 mois <input type="checkbox"/>	6 mois à 1 an <input type="checkbox"/>	Plus d'un an <input type="checkbox"/>
-----------------------------------	--	-------------------------------------	--	---------------------------------------

13. Y a-t-il un métier ou un savoir-faire (compétence) que vous souhaitez avoir, et que vous n'avez pas encore été en mesure d'apprendre ?

Oui <input type="checkbox"/>	Non <input type="checkbox"/>
------------------------------	------------------------------

a. Si oui, quel métier ou savoir-faire ? _____

ENQUETE RAPIDE AUPRES DES JEUNES : Initiative « YouthMap » au Sénégal

14. Êtes-vous actuellement impliqué(e) dans des activités civiques au sein de votre communauté, telles que du bénévolat, participation à une campagne pour un candidat politique, assistance à une organisation religieuse ?

Oui <input type="checkbox"/>	Non <input type="checkbox"/>
------------------------------	------------------------------

a. Si oui, lesquelles : _____

b. Si non, pourquoi ?

Je ne sais pas <input type="checkbox"/>	Pas d'opportunités <input type="checkbox"/>	Aucun intérêt <input type="checkbox"/>	Manque de temps <input type="checkbox"/>	Autre raison <input type="checkbox"/>
---	---	--	--	---------------------------------------

c. Si « autre raison », veuillez expliquer ou préciser.

--

15. Êtes-vous actuellement en possession d'un téléphone mobile ?

Oui <input type="checkbox"/>	Non <input type="checkbox"/>
------------------------------	------------------------------

16. A quelle fréquence avez-vous accès à un ordinateur ?

Au quotidien <input type="checkbox"/>	2 à 3 fois par semaine <input type="checkbox"/>	Une fois par semaine <input type="checkbox"/>	Une fois par mois <input type="checkbox"/>	Je n'ai jamais touché un ordinateur <input type="checkbox"/>
---------------------------------------	---	---	--	--

17. A quelle fréquence avez-vous accès à internet ?

Au quotidien <input type="checkbox"/>	2 à 3 fois par semaine <input type="checkbox"/>	Une fois par semaine <input type="checkbox"/>	Une fois par mois <input type="checkbox"/>	Je n'ai jamais utilisé internet <input type="checkbox"/>
---------------------------------------	---	---	--	--

18. Avez-vous l'intention de vous enregistrer sur les listes électorales pour voter ?

Oui <input type="checkbox"/>	Non <input type="checkbox"/>
------------------------------	------------------------------

19. Avez-vous d'autres commentaires par rapport aux sujets abordés aujourd'hui ?

ENTRETIEN SEMI-DIRECTIF POUR LES ONG :

Initiative "YouthMap" au Sénégal

Personne interviewée : _____

Titre : _____

Nom de l'organisation : _____

Date : _____

Région : _____

ONG #: _____

Equipe : _____

Langue : _____

Mission

1. Quelles sont les activités visant les jeunes que votre organisation mène actuellement au Sénégal ? Qui sont vos partenaires de mise en œuvre? [*Scrutez la localisation des activités, le niveau de financement et le nombre de bénéficiaires*]
2. Pouvez-vous décrire l'impact de vos investissements dans le développement des jeunes ? [*Cherchez à savoir si des évaluations de projet/programme sont disponibles, et si nous pouvons obtenir des copies*]
3. A votre avis, quels sont les principaux défis auxquels sont confrontés les jeunes au Sénégal ?
4. A votre avis, quels sont les principaux apports et atouts que les jeunes peuvent offrir au Sénégal ?
5. Quelle est votre appréciation du rôle du gouvernement du Sénégal vis-à-vis de la jeunesse ?
6. Quels sont les obstacles auxquels les ONG/Société civile font face lors de la mise en œuvre des programmes pour jeune?

[*Note: Suivant l'orientation stratégique de l'organisation, l'enquêteur devra choisir parmi la sélection des questions sectorielles ci-dessous. Par exemple, si l'organisation intervient principalement dans le domaine de l'éducation, l'entretien devrait se concentrer essentiellement sur leurs activités dans ce domaine. Si l'organisation intervient dans chaque secteur, l'enquêteur devra déterminer les secteurs où l'ONG vise les jeunes et ensuite poser les questions pertinentes.*]

Éducation et apprentissage

1. Pouvez-vous nous décrire les activités que votre organisation met en œuvre en matière d'éducation (par exemple, l'enseignement moyen et secondaire, la formation professionnelle, l'éducation formelle, non formelle) ?
2. Quelles sont les principales forces du système éducatif au Sénégal (par exemple, la formation solide des enseignants, le soutien communautaire, etc.) ?
3. Quels sont les principaux obstacles du système éducatif au Sénégal ? (par exemple, une piètre formation des enseignants, le manque de ressources, etc.)
 - a. Quels sont les principaux facteurs influençant les faibles taux de scolarisation et les taux d'abandon scolaire ?
4. Quelles sont les forces et les faiblesses (par exemple, en termes de qualité, de disponibilité, de coûts, etc.) des programmes de formation professionnelle et d'entrepreneuriat permettant aux jeunes de se préparer à l'emploi ?
5. Quel est le rôle du secteur privé en matière d'éducation formelle ? Et en matière d'éducation non formelle ?
 - a. Y a-t-il un lien entre l'éducation et l'emploi ?
6. En matière d'éducation Quelles sont les politiques ou structures publiques mises en place pour soutenir les jeunes ? donnez quelques exemples
7. A votre avis, quels sont les programmes d'éducation/apprentissage au Sénégal les plus réussis, et pourquoi ?

ENTRETIEN SEMI-DIRECTIF POUR LES ONG :

Initiative “YouthMap” au Sénégal

Travail et emploi

1. Quelles sont les activités que votre organisation met en œuvre en matière d'emploi?
2. Quelles sont les principales activités économiques dans lesquelles les jeunes avec qui vous collaborez sont impliqués ? (par exemple, secteurs et industries)
3. En termes d'emploi et de moyen de subsistance des jeunes, quels sont les atouts majeurs de l'économie sénégalaise (par exemple, les domaines de croissance, les programmes de formation, les politiques de soutien à l'économie) ?
4. En termes d'emploi et de moyen de subsistance des jeunes, quels sont les obstacles majeurs de l'économie sénégalaise (par exemple, les industries en déclin, le manque de programmes de formation efficaces, le manque de politiques de soutien à l'économie) ?
5. En réflexion sur le secteur formel, dans quelles activités économiques légales les jeunes en âge de travailler sont impliqués (*par exemple* secteurs/industries et types d'emplois)?
 - a. Ces activités sont-elles régulières, saisonnières ou irrégulières ?
 - b. Quelles sont les principales difficultés rencontrées par les jeunes pour trouver un emploi dans le secteur formel ?
 - c. Ces activités varient-elles suivant s'il s'agit de jeunes femmes ou de jeunes hommes? Si oui, comment ?
6. Dans quelles activités du secteur informel les jeunes sont impliqués (*par exemple, petites activités de commerce, microentreprise, traiteur, métier à tisser, tapisserie, broderie, Conduite (chauffeur, assistant chauffeur), maçonnerie, menuiserie, plomberie, peinture, plâtrerie, carrelage, autres travaux de construction, métier de chanteur, artisanat, agriculture, élevage, pêche, séchage de poisson, transformation céréalière, commerce transfrontalier, commerce ambulancier, prostitution, colportage, le teinturier, cybercafés, ménage domestique, gardiennage, restauration rapide, vente de téléphone mobiles, autres.*)
 - a. Ces activités sont-elles régulières, saisonnières ou irrégulières ?
 - b. Quelles sont les principales difficultés rencontrées par les jeunes pour trouver un emploi dans le secteur informel ?
 - c. Ces activités varient-elles s'il s'agit de jeunes femmes ou de jeunes hommes? Si oui, comment ?
7. Dans quelles activités du marché illégal ou noir, les jeunes sont impliqués ?
 - a. Ces activités varient-elles s'il s'agit de jeunes femmes ou de jeunes hommes ? Si oui, comment ?
8. Est ce que l'appartenance à une caste intervient dans ces emplois (poterie, forgeron ,chants traditionnels (caste des griots) ? (« gens castés »)
9. Jusqu'à quel point, les jeunes risquent-ils d'être exploités dans certains secteurs ?
10. À votre connaissance, les jeunes sont-ils en mesure de conserver un emploi ou de générer un revenu régulier à partir d'un emploi autonome pendant au moins 90 jours? Si oui, pourquoi et si non, pourquoi?
11. Comment ces défis varient-ils s'il s'agit de :
 - a. jeunes filles ou jeunes garçons
 - b. diplômés du secondaire ou ceux moins scolarisés

ENTRETIEN SEMI-DIRECTIF POUR LES ONG : **Initiative “YouthMap” au Sénégal**

c. Diplômés universitaires

12. Relativement aux jeunes qui ont été impliqués dans votre programme en matière de moyen de subsistance, quels sont les changements ou les résultats majeurs qu'ils ont connus? (*par exemple* revenu salarial, sécurité des ménages, etc.) ?
13. Quelles sont les politiques en matière d'emploi ou les structures publiques mises en place pour soutenir les jeunes ? Citez-en quelques :
14. A votre avis, quelles sont les trois principales raisons du chômage élevé chez les jeunes au Sénégal ?
15. A votre avis, quelles sont les trois solutions que vous préconisez pour lutter contre le chômage élevé des jeunes au Sénégal ?

Santé et Planification familiale

1. Quelles sont les activités que votre organisation met en œuvre dans le secteur de la santé?
2. Quelles sont les principales difficultés rencontrées lors de la prestation des services de santé et de planification familiale (PF) aux jeunes hommes ?
3. Quelles sont les principales difficultés rencontrées lors de la prestation des services de santé et de planification familiale (PF) aux jeunes femmes ?
4. Quels sont les services de santé/PF les plus sollicités – légaux ou illégaux ? Veuillez expliquer.
5. Quels sont les types de services de santé offerts aux jeunes ?
 - a. Comment ces services sont-ils accessibles (en termes de coût, d'emplacement, etc.) ?
 - b. Ces services sont-ils de bonne qualité? Si oui, pourquoi ou si non, pourquoi ?
 - c. Décrivez-vous ces services comme « adaptés aux jeunes » ? Si oui, pourquoi ? Si non, pourquoi ?
6. Quels sont les services les plus sollicités par les jeunes ?
7. Quels sont les services les moins sollicités par les jeunes ? Pourquoi ?
8. Y a-t-il des besoins non atteints ou des lacunes majeures quant à la prestation de services de santé?
9. Quel est le degré de sensibilisation aux VIH/SIDA et autres IST ?
10. La grossesse précoce chez les adolescentes est-elle un problème? Si oui, comment cette question est traitée par l'adolescente, son partenaire et ses parents ?
11. En matière de santé, quelles sont les autres questions importantes chez les jeunes ?
12. En matière de santé, quelles sont les politiques ou les structures publiques mises en place pour soutenir les jeunes ? Veuillez développer.
13. Quel est l'impact du mariage et de la maternité sur l'éducation et l'emploi chez les jeunes sénégalais ?
 - a. Ces influences varient-elles selon la région/circonscription, l'éducation ou d'autres facteurs

Citoyenneté & engagement

ENTRETIEN SEMI-DIRECTIF POUR LES ONG : Initiative “YouthMap” au Sénégal

1. Quelles sont les activités que votre organisation met en œuvre pour soutenir l'engagement civique des jeunes (par exemple, bénévolat, vote, civisme, apprentissage) ?
2. Connaissez-vous des exemples de succès en matière d'engagement civique?
3. Existe-t-il des obstacles majeurs quant à l'engagement civique des jeunes existents, veuillez les décrire.
4. Quels sont les atouts courants au sein de communautés spécifiques qui influencent la vie des jeunes ? (EX: centres communautaires actifs, groupes de jeunes actifs, infrastructures pour sports et loisirs, parcs, etc.)
5. Quels sont les obstacles courants au sein de communautés spécifiques qui affectent l'existence des jeunes ? (Ex : niveau élevé de toxicomanie, médiocrité de l'enseignement, corruption politique)
6. En général, les jeunes sénégalais sont-ils actifs au sein des associations militantes dans les activités de civismes?
 - a. Si oui, nommez quelques associations les plus connus/actifs ?
 - b. Si non, nommez quelques obstacles à leur participation ?
 - c. Est-ce que le civisme diffère-t-il selon l'endroit où l'on vit, l'éducation, ou d'autres facteurs ? Veuillez décrire.
7. Les opportunités de volontariat sont-elles mises à la disposition des jeunes? Si oui, pouvez-vous citer quelques programmes de bénévolat les plus connus ?
8. Existe-il des groupes qui empêchent les jeunes à devenir actifs au sein de leurs communautés? (Ex : les gangs)
9. Jusqu'à quel point les jeunes sont-ils impliqués dans la criminalité ou dans la violence à caractère politique ?
10. Quels sont les types de crimes les plus courants chez les jeunes ?
11. Quels sont les programmes mis en place pour lutter contre la criminalité chez les jeunes ?
12. Existe-il des politiques ou infrastructures publiques qui motivent l'implication des jeunes dans leurs communautés ? Citez en quelques exemples

Jeunes à risque

1. Quelles sont les importants groupes de jeunes que vous considérez «à risque» au Sénégal ? (par exemple, jeunes non scolarisés, jeunes victimes de la traite, réfugiés, les jeunes victimes de violence)
2. Quelles sont les activités/interventions que votre organisation met en œuvre pour soutenir les jeunes à risque?
3. Pouvez-vous nous donner le profil des jeunes à risque au Sénégal. Quels sont les groupes de jeunes à risque au Sénégal ? Quelle est la différence au niveau régional (par exemple, entre la Casamance et d'autres régions) ?

Entrevue auprès du secteur public : Initiative "YouthMap" au Sénégal

Date : _____

Région : _____

Secteur Public #: _____

Equipe : _____

Langue : _____

1. **Nom de l'agence :** _____
2. **Département :** _____
3. **Depuis combien de temps occupez-vous votre poste actuel ?** _____
4. **Quelle est la mission de votre agence et de votre département ?** [Dirigez vers l'aspect politique vs supervision du programme vs financement vs prestation de services, etc.]
5. **Pouvez-vous nous décrire les programmes et les projets parrainés par votre département destinés à la prestation de services aux jeunes.** [Cherchez à se renseigner sur les services au niveau national vs niveau régional vs niveau local vs niveau communautaire].
6. **Pouvez-vous citer quelques exemples d'impact (p.e. c'est-à-dire modèle de réussite) de la collaboration de votre agence/département avec les jeunes ?**
 - a. Ces impacts varient-ils suivant le sexe (homme ou femme)?
7. **Connaissez-vous des programmes/modèles/réussites mis en œuvre par d'autres organisations en collaboration avec les jeunes ?**
8. **Selon vous, quels sont les atouts et potentialités de la jeunesse au Sénégal ?**
 - a. comment mettent-ils leurs forces au service du développement ?
 - b. Y a t-il une différence entre les hommes et femmes ?
9. **Quels sont les principaux groupes de jeunes que vous considérez «à risque" au Sénégal ?** (par exemple, les enfants soldats, les déperditions scolaires, les réfugiés, les talibés etc.)

Entrevue auprès du secteur public : Initiative “YouthMap” au Sénégal

10. Quels sont les défis majeurs auxquels sont confrontés les jeunes d’aujourd’hui au Sénégal, et pour le futur ?

a. Y a-t-il une différence entre les hommes et les femmes ?

b. Y a-t-il une différence pour les jeunes à risque ?

11. Quels sont les deux principaux domaines ou secteurs de service où les jeunes ont besoin de plus et/ou de meilleurs services ? (par exemple, emploi, éducation, santé, etc.)

12. Quelles sont les défis ou difficultés rencontrés dans la fourniture de ces services (par exemple, le manque de bons enseignants/personnel de santé, le financement, etc.) ?

13. En tant que structure publique, quels sont les défis auxquels votre département ou institution fait face pour fournir des services aux jeunes ?

14. Votre agence serait-elle intéressée à discuter d’un partenariat stratégique dans le cadre d’un nouveau programme conçu pour soutenir les jeunes ?

Oui	<input type="checkbox"/>	Non	<input type="checkbox"/>	Ne sait pas	<input type="checkbox"/>
-----	--------------------------	-----	--------------------------	-------------	--------------------------

Si oui, sous quelle forme l’envisagez-vous ?

15. Autres recommandations pour de futurs programmes conçus pour soutenir les jeunes :

a. _____

b. _____

c. _____

Protocole d'entretien auprès des bailleurs de fonds : Initiative « YouthMap » au Sénégal

Personne interviewée : _____
Titre : _____
Nom du bailleur de fonds : _____

Date : _____

Région : _____

Bailleur #: _____

Equipe : _____

Langue : _____

Mission

1. Quelles sont les activités au profit des jeunes que votre organisation mène/appuie actuellement au Sénégal ? Qui sont vos partenaires de mise en œuvre ? *[Scrutez la localisation des activités, le niveau de financement et le nombre de bénéficiaires]*
2. Pouvez-vous décrire l'impact de vos investissements dans le développement des jeunes ? *[Cherchez à savoir si des évaluations de projet/programme sont disponibles, et si nous pouvons obtenir des copies]*
3. A votre avis, quels sont les principaux défis auxquels sont confrontés les jeunes au Sénégal ?
4. A votre avis, quels sont les principaux apports et atouts que les jeunes peuvent offrir au Sénégal ?
5. Quelles sont les principales ONG et organisations communautaires locales qui interviennent dans le domaine de la jeunesse ?
6. Quelle est votre appréciation du rôle du gouvernement du Sénégal vis-à-vis de la jeunesse ?
7. Quels sont les obstacles auxquels les bailleurs de fonds font face lors de la mise en œuvre des programmes pour jeune ?

[Note: Suivant l'orientation stratégique du bailleur de fond, l'enquêteur devra choisir parmi la sélection des questions sectorielles ci-dessous. Par exemple, si le bailleur de fond intervient principalement dans le domaine de l'éducation, l'entretien devrait se concentrer essentiellement sur leurs activités dans ce domaine. Si le bailleur de fonds intervient dans chaque secteur, l'enquêteur devra déterminer les secteurs où le bailleur de fonds vise les jeunes et ensuite poser les questions pertinentes.]

Education et apprentissage

1. Pouvez-vous nous décrire les activités que votre organisation finance/met en œuvre en matière d'éducation (par exemple, l'enseignement moyen et secondaire, la formation professionnelle, l'éducation formelle, non formelle) ?
2. Quelles sont les principales forces du système éducatif au Sénégal (par exemple, la formation solide des enseignants, le soutien communautaire, etc.) ?
3. Quels sont les principaux obstacles du système éducatif au Sénégal? (par exemple, une piètre formation des enseignants, le manque de ressources, etc.) ?
 - a. Quels sont les principaux facteurs influençant les faibles taux de scolarisation et les taux d'abandon scolaire ?
4. Quelles sont les forces et les faiblesses (par exemple, en termes de qualité, de disponibilité, de coûts, etc.) des programmes de formation professionnelle et d'entrepreneuriat permettant aux jeunes de se préparer à l'emploi ?

Protocole d'entretien auprès des bailleurs de fonds : Initiative « YouthMap » au Sénégal

5. Quel est le rôle du secteur privé en matière d'éducation formelle ? Et en matière d'éducation non formelle ?
6. En matière d'éducation Quelles sont les politiques ou structures publiques mises en place pour soutenir les jeunes ? donnez quelques exemples
7. A votre avis, quels sont les programmes d'éducation et d'apprentissage au Sénégal les plus réussis, et pourquoi ?

Travail et emploi

1. Quelles sont les activités que votre organisation finance met en œuvre en matière d'emploi.
2. En termes d'emploi et de subsistance des jeunes, quels sont les atouts majeurs de l'économie sénégalaise (par exemple, les domaines de croissance, les programmes de formation, les politiques de soutien à l'économie) ?
3. En termes d'emploi et de moyens de subsistance des jeunes, quels sont les obstacles majeurs de l'économie sénégalaise (par exemple, les industries en déclin, le manque de programmes de formation efficaces, le manque de politiques de soutien à l'économie) ?
4. En réflexion sur le secteur formel, dans quelles activités économiques légales les jeunes en âge de travailler sont impliqués (par exemple secteurs/industries et types d'emplois) ?
 - a. Ces activités sont-elles régulières, saisonnières ou irrégulière ?
5. Dans quelles activités du secteur informel les jeunes sont impliqués (les secteurs et types d'emplois) ?
 - a. Ces activités sont-elle régulières, saisonnières ou irrégulière ?
6. Dans quelles activités du marché illégal ou noir, les jeunes sont impliqués ?
7. Jusqu'à quel point, les jeunes risquent-ils d'être exploités dans certains secteurs ?
8. À votre connaissance, les jeunes sont-ils en mesure de conserver un emploi ou de générer un revenu régulier à partir d'un emploi autonome pendant au moins 90 jours ? Si oui, pourquoi et si non, pourquoi ?
9. Quels sont les défis auxquels font face les jeunes lorsqu'ils sont à la recherche d'un emploi formel, informel et autonome ?
10. Comment ces défis varient-ils suivant s'il s'agit de :
 - a. jeunes filles ou jeunes garçons ;
 - b. diplômés du secondaire ou ceux moins scolarisés ;
 - c. Diplômés universitaires.
11. Eu égard aux jeunes qui ont été impliqués dans votre programme en matière de subsistance, quels sont les changements ou les résultats majeurs qu'ils ont connus? (p.e. revenu salarial, sécurité des ménages, etc.) ?

Protocole d'entretien auprès des bailleurs de fonds : Initiative « YouthMap » au Sénégal

12. Quelles sont les politiques en matière d'emploi ou les structures publiques mises en place pour soutenir les jeunes ? Veuillez décrire.
13. A votre avis, quelles sont les trois principales raisons au chômage élevé chez les jeunes au Sénégal ?
14. A votre avis, quelles sont les trois solutions au chômage élevé des jeunes au Sénégal ?

Santé et Planification familiale

1. Veuillez décrire les activités que votre organisation finance/met en œuvre dans le secteur de la santé.
2. En terme de santé des jeunes, quels sont les principaux forces et actifs d'une jeunesse en santé au Sénégal? (p.e. des politiques efficaces, des services adaptés aux jeunes, une éducation efficace en matière de santé)?
3. En terme de santé des jeunes, quels sont les obstacles majeurs pour une jeunesse en santé au Sénégal ? (par exemple, des politiques inefficaces, un manque de services adaptés aux jeunes, des comportements à risque).
4. Quels sont les types de services de santé offerts aux jeunes ?
 - a. Comment ces services sont-ils accessibles (en termes de coût, d'emplacement, etc.) ?
 - b. Ces services sont-ils de bonne qualité ? Si oui, pourquoi ou si non, pourquoi ?
 - c. Décrivez-vous ces services comme « adaptés aux jeunes » ? Si oui, pourquoi ? Si non, pourquoi ?
5. Quels sont les services les plus sollicités par les jeunes ?
6. Quels sont les services les moins sollicités par les jeunes ? Pourquoi ?
7. Y a t-il des besoins non satisfaits ou des lacunes majeures quant à la prestation de services de santé ?
8. Selon votre expérience, quels sont les principaux comportements, positifs et négatifs, des jeunes en matière de santé au Sénégal ?
9. Quelle est l'impact du mariage et de la maternité sur l'éducation et l'emploi chez les jeunes sénégalais ?
 - a. Ces influences varient-elles selon la région/circonscription, l'éducation ou d'autres facteurs ?
10. Quelles sont les politiques en matière de santé ou les structures publiques mises en place pour soutenir les jeunes ? Veuillez décrire.

Citoyenneté & engagement

1. Quelles activités que votre organisation finance / met en œuvre pour soutenir l'engagement civique des jeunes (par exemple, bénévolat, vote, civisme, apprentissage) ?
2. Connaissez-vous des exemples de succès en matière d'engagement civique?

Protocole d'entretien auprès des bailleurs de fonds : Initiative « YouthMap » au Sénégal

3. Existe-t-il des obstacles majeurs quant à l'engagement civique des jeunes existant, veuillez les décrire.
4. Quels sont les structures ou infrastructures qui influencent la vie des jeunes ? (Ex : centres communautaires actifs, groupes de jeunes actifs, infrastructures pour sports et loisirs, parcs, etc.)
5. Quels sont les obstacles courants au sein de communautés spécifiques qui affectent l'existence des jeunes ? (Ex : niveau élevé de toxicomanie, médiocrité de l'enseignement, corruption politique)
6. En général, les jeunes sénégalais sont-ils actifs au sein de groupes civiques ?
 - a. Si oui citez quelques groupes les plus connus/actifs ?
 - b. Si non, citez quelques obstacles à leur participation ?
 - c. Est-ce que le civisme diffère-t-il selon l'endroit où l'on vit, l'éducation, ou d'autres facteurs ? Veuillez décrire.
7. Les opportunités de volontariat sont-elles mises à la disposition des jeunes ? Si oui, pouvez-vous citer quelques programmes de bénévolat les plus connus ?
8. Existe-il des groupes qui empêchent les jeunes de devenir actif au sein de leurs communautés ? (Ex : les gangs)
9. Jusqu'à quel point les jeunes sont-ils impliqués dans la criminalité ou dans la violence à caractère politique ?
10. Quels sont les types de crime les plus courants chez les jeunes ?
11. Quels sont les programmes mis en place pour lutter contre la criminalité chez les jeunes ?
12. Existe-il des politiques ou infrastructures publiques qui motivent l'implication des jeunes dans leurs communautés ? Veuillez décrire.

Jeunes à risque

1. Quelles sont les importants groupes de jeunes que vous considérez «à risque» au Sénégal ? (par exemple, jeunes non scolarisés, jeunes victimes de la traite, réfugiés, les jeunes victimes de violence)
2. Quelles sont les activités/interventions que votre organisation finance/met en œuvre pour soutenir les jeunes à risque.
3. Pouvez-vous nous donner le profil des jeunes à risque au Sénégal. Quels sont les groupes de jeunes à risque au Sénégal ? Quelle est la différence au niveau régional (par exemple, entre la Casamance et d'autres régions) ?

ENTRETIEN SEMI-DIRECTIF POUR LE SECTEUR PRIVÉ: Initiative "YouthMap" au Sénégal

Date : _____
Région : _____
Secteur Privé #: _____
Equipe : _____
Langue : _____

1. Raison sociale : _____

2. Industrie/Secteur : _____

a. Nombre d'employé(e)s : _____

3. Comment est ce que vous recrutez et formez les jeunes (entre 15 et 30 ans) lesquels employez vous?

Veuillez décrire le processus de recrutement

Veuillez décrire le processus de recrutement des jeunes employé(e)s

4. Avez-vous des difficultés à pourvoir des profils particuliers en termes de main-d'œuvre qualifiée lorsque vous recrutez ?

Nommez les profils difficiles à pourvoir, et expliquez pourquoi c'est un défi :

5. À votre connaissance, quels sont les secteurs présentant la plus forte croissance ? La plus forte baisse ? La plus grande vulnérabilité ?

Identifiez les secteurs en croissance, en déclin et ceux vulnérables :

6. Comment ces secteurs diffèrent-ils à travers le pays ? Par exemple, y a-t-il une plus grande croissance dans certaines régions ou circonscriptions ?

7. Est-ce que votre entreprise recrute des jeunes (entre 15 et 30 ans) ?

Oui	<input type="checkbox"/>	Non	<input type="checkbox"/>
-----	--------------------------	-----	--------------------------

a. Si oui, les jeunes représentent _____% (estimation) de l'effectif total de notre entreprise.

b. Si non, pourquoi n'embauchez-vous pas les jeunes ?

ENTRETIEN SEMI-DIRECTIF POUR LE SECTEUR PRIVÉ: Initiative “YouthMap” au Sénégal

- 8. Les postes spécifiques que les jeunes occupent habituellement dans notre entreprise sont les suivants :**

Nommez et décrivez les types de postes :

- 9. Les jeunes ont-ils généralement toutes les compétences techniques nécessaires pour accomplir le travail dès l'embauche ? Si non, qu'est-ce qui leur manque ?**
- 10. Les jeunes ont-ils généralement les attitudes professionnelles nécessaires pour accomplir le travail dès l'embauche ? Si non, qu'est-ce qui leur manque ?**
- 11. Quels sont les postes, , que les jeunes pourraient occuper le plus dans votre entreprise à l'avenir (c.-à-d. opportunités d'emploi des jeunes) ?**

Nommez et décrivez les types de postes :

- 12. Que considérez-vous comme les plus grands apports et contributions que les jeunes, en tant qu'employés, peuvent apporter à votre entreprise? Dans votre industrie/secteur?**

Veuillez identifier les attributs positifs des jeunes :

- 13. Quels sont les défis pour le secteur privé à collaborer avec les jeunes (par exemple, en tant qu'employés, fournisseurs et prestataires de services, etc.) ? Comment le secteur privé perçoit les jeunes ?**

Veuillez identifier et décrire les défis et les perceptions :

- 14. Votre entreprise serait-elle intéressée à négocier un partenariat stratégique dans le cadre de programmes conçus pour soutenir les jeunes ?**

Oui <input type="checkbox"/>	Non <input type="checkbox"/>	Ne sait pas <input type="checkbox"/>
------------------------------	------------------------------	--------------------------------------

Si oui, sous quelle forme l'envoyez-vous ?

- 15. Avez-vous d'autres recommandations pour de futurs programmes conçus pour soutenir les jeunes ?**

ANNEX 11: BIBLIOGRAPHY

Adams, Avril. "The Role of Youth Skills Development in the Transition to Work: A Global Review." HDNCY No. 5. World Bank. February 2007.

AED, Education de Base. Retrieved from:
www.educationdebase.sn/index.php/fr/curriculum-et-enseignements.html

AED/USAID. Basic Education Project. Quarterly Report. October-December 2009.

African Union. The Africa Youth Charter. n.d.

Agence Française de Développement. "Vocational Training in the Informal Sector: Report on the Senegal Field Survey." July 2006.

Agence Nationale de la Statistique et de la Demographie. Banque de Donnees des Indicateurs Sociaux du Senegal (BADIS) 2005 2006.

Agence Nationale de la Statistique et de la Demographie. Situation Economique et Sociale du Senegal en 2009. December 2010.

Agence Nationale de la Statistique et de la Demographie. Situation Economique et Sociale du Senegal en 2008. November 2009.

APIX. Education. Retrieved from:
www.investinsenegal.com/US/living_education.html

Booz Allen Hamilton. "Commercial Legal and Institutional Reform Diagnostic of Senegal's Agriculture Sector." Prepared for: USAID. September 2009.

Boubacar, Niane and Robert Francois. Senegal: Country Case Study. Country Profile Commissioned for the EFA Global Monitoring Report (UNESCO). 2007.

Consortium for Street Children. "Street Children-Senegal." August 2009.

Country Profile Commissioned for the EFA Global Monitoring Report. 2007.

Curtain, Richard. "Strategies for Creating Employment for Urban Youth with Specific Reference to Africa." University of Canberra, Australia. June 2004.

Delluc, André. "Education and Training Policy for Disadvantaged Youth and Adults in Senegal." UNESCO. May 2005. Prepared For: the Education for All Global Monitoring Report 2006 Literacy for Life.

Demographic and Health Survey 2005. April 2006.

DeStefano, Joseph et al. "The Quality of Basic Education in Senegal: A review." Prepared for: USAID. April 14, 2009.

Diagne, Abdoulaye et al. "La Rentabilité de l'Investissement dans l'Éducation au Sénégal." December 2003.

Diop, Nafissatou J., and Anta Fall Diagne. "Mainstreaming Adolescent Reproductive Health in Senegal: Enhancing Utilization of the Findings from the Youth Reproductive Health Project." Population Council Frontiers in Health Program. February 2007.

Economist Intelligence Unit. Country Profile 2008: Senegal. 2008.

Economist Intelligence Unit. Country Report: Senegal. November 2010.

Economist Intelligence Unit. Country Risk Service: Senegal. November 2010.

Education Quality Improvement Program (EQUIP) 2. “Completion Report August 2003 through September 2010: Improving the Quality of Education for Senegal’s Middle School Students.” Prepared by: Education Development Center (EDC). Prepared for: USAID.

Education Quality Improvement Program (EQUIP) 2. “Promoting Safe Middle Schools in Senegal: Report on the 2010 Campaign.” Prepared by: Education Development Center (EDC). Prepared for: USAID. September 2010.

Education Quality Improvement Program (EQUIP) 3. “Guide to Cross-Sectoral Youth Assessments.” Prepared by: Education Development Center (EDC). Prepared for: USAID. 2009.

Family Health International (FHI). “Connecting an At-Risk Population with Services in Senegal.” 2010. Retrieved from: www.fhi.org/en/CountryProfiles/Senegal/res_MSM_Services_Senegal.htm

Family Health International (FHI). “FHI Leads Senegal National AIDS Program.” Retrieved from: www.fhi.org/en/CountryProfiles/Senegal/senegalpro.htm

Family Health International (FHI). “Improving the Quality of TB Services in Senegal.” March 2009. Retrieved from: www.fhi.org/en/CountryProfiles/Senegal/res_CQI_TB_Senegal.htm

FocusAfrica. “Youth Empowerment Program Evaluation Report — Senegal.” April 2010. Prepared for the International Youth Foundation.

Fonds de Développement de l’Enseignement Technique et de la Formation Professionnelle (FONDEF). “Rapport D’Activites du 1er Janvier au 31 Decembre 2009.” May 2010.

Formation Recherché Action et Development (FRADEV). “Etat des Lieux du Système d’Apprentissage dans la Zone de Concentration Opérationnelle — Rapport Final.” March 2009.

Frontiers in Reproductive Health. Multisectoral Youth RH Interventions: The scale-up process in Kenya and Senegal. Program Brief No. 13. October 2008.

Garcia, Marito and Jean Fares, ed. Youth in Africa’s Labor Market. World Bank. 2008.

Gardiner, Drew. “Building the case for business collaboration on youth employment.” Youth Employment Network of West Africa (YEN-WA).

GIZ. “Programme to Promote Economic and Social Development and Peace in Casamance.” Retrieved from: <http://www.gtz.de/en/aktuell/14616.htm>

Government of Senegal. Demographic and Health Surveys. 2005-2006.

Government of Senegal. L’Enquête de Suivi de la Pauvreté au Sénégal (ESPS 2005-2006).

Government of Senegal. “Lettre de Politique Generale pour le Secteur de l’Education et de la Formation.” November 2004.

Government of Senegal. “National Strategy on Adolescent Health.”

Government of Senegal. Poverty Reduction Strategy Paper. September 2006.

Government of Senegal and European Union. “Enquete Nationale sur les Depenses d’Education des Ménages, Rapport Final.” August 2009.

Guarcello, L., et. al. “School to Work Transition in Sub-Saharan Africa: An Overview.” November 2005.

Haan, Hans and Nicolas Serriere. "Training for Work in the Informal Sector: Fresh Evidence from West and Central Africa." August 2002.

Human Rights Watch. "Off the Backs of the Children: Forced Begging and Other Abuses against Talibés in Senegal." April 2010.

Human Rights Watch. Fear for Life Violence Against Gay Men and Men Perceived as Gay in Senegal. November 2010.

Innovations in Civic Participation. "Youth Civic Participation in Action." October 2010.

Internal Displacement Monitoring Center, "New Displacement and Challenges to Durable Solutions in Casamance." June 2010.

International Association for National Youth Service. "National Youth Service Country Profile." 2009.

International Center for Research on Women. "New Insights on Preventing Child Marriage." 2007.

International Labour Organization (ILO). "African Employment Trends". April 2007.

International Labour Organization (ILO). "Apprenticeship in the Informal Economy in Africa." Employment Report No. 1. Workshop Report. Geneva. May 2007.

International Labour Organization (ILO). "Global Employment Trends for Youth: Special Issue on the Impact of the Global Economic Crisis on Youth." August 2010.

International Labour Organization (ILO) Regional Office for Africa. "Recovering from the Crisis: The implementation of the Global Jobs Pact in Africa." December 2009.

International Labor Organization (ILO). "World of Work Report 2010: From One Crisis to the Next?" 2010.

International Monetary Fund (IMF). Republic of Senegal Joint IDA-IMF Staff Advisory Note of the Second Poverty Reduction Strategy Paper. December 2006.

International Monetary Fund (IMF). "Senegal: Poverty Reduction Strategy Paper Annual Progress Report." IMF Country Report No. 10/368. December 2010.

Jain, Saranga and Kathleen Kurz. "New Insights on Preventing Child Marriage: A Global Analysis of Factors and Programs". Prepared by: International Center for Research on Women (ICRW). For: USAID. April 2007.

Johanson, Richard and Avril Adams. "Skills Development in Sub-Saharan Africa." World Bank. 2004.

Keshishian, Michael, Anthony Kolb, and Nancy Leahy. "USAID Urban Assessment-Senegal: Final Report." USAID/ Washington Urban Program Team, Office of Infrastructure and Engineering, EGAT Bureau. November 2010.

Konold, Carol. "Perceived Corruption, Public Opinion, and Social Influence in Senegal." Working paper No. 85. Afrobarometer. December 2007.

Les Afriques. "Sénégal: Un parlement des jeunes avant la fin de l'année." July 17, 2010. Retrieved from : <http://www.lesafriques.com/senegal/senegal-un-parlement-des-jeunes-avant-la-fin-de-lannee.html?Itemid=77>

Mahling-Clark, Kim. "Final Report: Support to the Casamance Peace Process." Prepared for: USAID/Senegal. December 2009.

Malaria Indicator Survey, "Senegal: 2008-09 — MIS Final Report".

Matsumoto-Izadifar, Yoshiko. "Senegal: Making Better Use of Agribusiness Potential." 2008.

- Ministère de l'Enseignement Technique et de la Formation Professionnelle. Centre National de Qualification Professionnelle — Plan Stratégique 2008–2012.
- Ministry of Education. Actions Pilotes d'Éducation Qualifiante des Jeunes et des Adultes, Project document. 2005.
- Ministry of Education. Annuaire Statistique National: Année Scolaire 2007/2008.
- Ministry of Education. Annuaire Statistique National: Année Scolaire 2006/2007.
- Ministry of Education. Annuaire Statistique National: Année Scolaire 2005/2006.
- Ministry of Education. "Development Program on Education and Training (Education for All)." March 2003.
- Ministry of Education. Liste des Etablissements D'enseignement Supérieur Agréés Par Le Ministère de L'Éducation: Direction de l'Enseignement Supérieur. Nd.
- Ministry of Education. "Program Development for Education for All." March 2003.
- Ministry of Education. "Rapport National Sur la Situation de L'Éducation." 2007.
- Ministry of Youth, Sports and Leisure. "Report on National Civic Service." February 2007.
- Steve Morrison. "Doing Business in Senegal and West and Central Africa." Presentation, U.S. Embassy Dakar, retrieved from: www.africatradeoffice-usa.com/documents/2011DoingBusinessinWestandCentralAfrica2.pdf
- Wula Naffa. "Agriculture — Natural Resource Management Program Final Report." Prepared for: USAID/Senegal. May 2008.
- Ndoye, Djibril et al. "Poverty Trend and Profile for Senegal from 1994 to 2006." Munich Personal RePEc Archive (MPRA) Paper No. 27751. September 2009.
- Nestour, Aelxi et al. "Evaluation Programme d'Analyse des Systèmes de la CONFEMEN (PASEC) Sénégal." 2007.
- Okojie, Christiana. "Employment Creation for Youth in Africa: The Gender Dimension." 2003.
- Otto, Carol and Jonathan Otto. "Building for Peace and Prosperity in the Casamance Region of Senegal." World Education Report. September 2004.
- Oxford Business Group. "The Report: Senegal 2011." Retrieved from: www.oxfordbusinessgroup.com/country/senegal
- Planet Finance. Projet d'Appui à la Reinsertion des Jeunes Filles par la Microfinance au Sénégal.
- Population Council. "The Adolescent Experience In-depth: Using Data to Identify and Reach the Most Vulnerable Young People." Senegal 2005.
- Population Council. Retrieved from: <http://www.popcouncil.org/countries/senegal.asp>
- Rapid SMS. Senegal — The Jokko Initiative. Retrieved from: www.rapidsms.org/case-studies/senegal-the-jokko-initiative/
- Research Triangle Institute. Annual work plan June 1, 2010 – September 30, 2011. Prepared for: USAID/Senegal.
- Research Triangle Institute. "Rapport sur l'Évaluation des Besoins des Jeunes." August 18, 2010.
- Ringheim, Karin and James Gribble. "Improving the Reproductive Health of Sub-Saharan Africa's Youth: A Route to Achieve the Millennium Development Goals." Population Reference Bureau. 2010.

Rubin, Deborah, Christina Manfre, and Kara Nichols Barrett. "Handbook: Promoting Gender Equitable Opportunities in Agricultural Value Chains." Prepared for: USAID/Senegal.

Sarr, Makha D. "Poverty Reduction Strategy and Youth Employment in Senegal." June 2004.

Tietjen, Karen et al. "Mid-term Assessment of the USAID/Senegal Middle Basic Education Program." Prepared for: USAID. July 2006.

UNAIDS and World Health Organization. 2007 AIDS Epidemic Update. Retrieved from: http://data.unaids.org/pub/epislides/2007/2007_epiupdate_en.pdf

Understanding Children's Work, "Comprendre le Travail des Enfants et l'Emploi des Jeunes au Sénégal: Rapport de Pays," February 2010.

UNESCO, "Education for All (EFA) Global Monitoring Report 2011," retrieved from: www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2011-statistical-tables.pdf

UNESCO. "Implementing the UNESCO/ILO Recommendations Concerning Technical and Vocational Education and Training: Final Report of the Sub-Regional Seminar for West Africa." December 2003.

UNESCO. "L'Efficacité Externe de l'Éducation au Sénégal: Une Analyse Économique." Les notes du Pôle de Dakar. Note Pays No. 4. Février 2007.

United Nations Children Fund (UNICEF). "Comprendre le Travail des Enfants et l'Emploi des Jeunes au Senegal." February 2010.

United Nations Children Fund (UNICEF). Casamance: Rebuilding & Healing. n.d.

United Nations Children Fund (UNICEF). Senegal. July 2009.

United Nations Development Program (UNDP). Human Development Report 2009: Senegal.

United Nations Secretariat, Department of Economic and Social Affairs, Population Division Retrieved from: <http://esa.un.org/unpd/wpp/Excel-Data/population.htm>

United States Agency for International Development (USAID)/Senegal. Country Profile 2010.

United States Agency for International Development (USAID)/Senegal. Corruption Assessment: Senegal. August 31, 2007.

United States Agency for International Development (USAID)/Senegal. "USAID / Decentralization, Governance and Transparency." Retrieved from: <http://senegal.usaid.gov/en/node/478>

United States Agency for International Development (USAID)/Senegal. "An Engaged and Effective Educational Community: Equity-Relevance-Accountability." Annual Workplan Year 3 October 1, 2010 – September 30, 2011. Prepared for: USAID/Senegal. August 2010.

United States Agency for International Development (USAID)/Senegal. Fact Sheet: FY 2008-11 USAID — State Foreign Assistance Appropriations Senegal.

United States Agency for International Development (USAID)/Senegal. Feed the Future Strategic Review (PPT) Senegal. October 7, 2010.

United States Agency for International Development (USAID)/Senegal. Integrated Community Case Management for Childhood Illnesses. Joint press release with UNICEF/Senegal. February 2011. Retrieved from: www.unicef.org/wcaro/wcaro_ENG_USAID_UNICEF_FEB2011.pdf

United States Agency for International Development (USAID)/Senegal. "Casamance Peace Education Project." Retrieved from:
<http://senegal.usaid.gov/node/204>

United States Agency for International Development (USAID)/Senegal. Scope of Work Senegal Urbanization. 2010.

United States Agency for International Development (USAID)/Senegal. Senegal Corruption Assessment. August 31, 2007.

United States Agency for International Development (USAID)/Senegal. Senegal Gender Assessment. June 2010.

United States Agency for International Development (USAID)/Senegal. Senegal Strategy Statement. April 2006.

United States Agency for International Development (USAID)/Senegal. "Support to the Casamance Peace Process." December 2009.

United States Agency for International Development (USAID). Office of Conflict Management and Mitigation Bureau for Democracy, Conflict and Humanitarian Assistance. "Youth & Conflict Toolkit for Intervention." Authored by Jack Goldstone. April 2005. Retrieved from:
www.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/CMM_Youth_and_Conflict_Toolkit_April_2005.pdf

US Census Bureau International Database.

United States Government. Feed the Future FY 2010 Senegal Implementation Plan. 2010.

United States State Department. 2009 Human Rights Report: Senegal. March 2010.

United States State Department. 2010 Trafficking in Persons Report. June 2010. Retrieved from:
<http://www.state.gov/g/tip/rls/tiprpt/2010/>

Verspoor, Adriaan et al. "At the Crossroads: Choices for Secondary Education in Sub-Saharan Africa." 2008.

Wade, Magatte. National Youth Service Country Profile — Senegal. International Association for International Youth Service (IANYS). June 23, 2009.

Walther, Richard et al. "Towards a Renewal of Apprenticeship in West Africa: Enhancing the Professional Integration of Young People". 2008.

Walther, Richard et al. "Vocational Training in the Informal Sector: Report on the Senegal Field Survey." July 2006.

Walton, Oliver. "Youth, Armed Violence and Job Creation Programmes: A Rapid Mapping Study." September 2010.

World Bank. "Decentralization Policies and Practices: Case Study Senegal." June 2003.

World Bank. Gender disparities in African Labor Markets caused by jobs scarcity, not discrimination. Press Release. November 2010.

World Bank. Senegal at a Glance. December 2009.

World Bank. "Senegal: Looking for Work — the Road to Prosperity Country, Volume II: Annexes." September 2007.

World Bank. "Senegal: Looking for Work — the Road to Prosperity, Volume I: Main Report." September 2007.

World Bank. "Senegal: Tertiary Education Governance and Financing for Results Project." April 2011. Retrieved from:
<http://go.worldbank.org/A2OQ8LD6P0>

World Bank. "World Development Report: Development and the Next Generation 2007."

World Bank. "Youth and Employment in Africa: The Potential, the Problem, and the Promise." 2009.

World Development Indicators Database. Data Profile-Senegal. World Bank. April 2010.

World Development Indicators Database. Snapshot-Senegal. World Bank. Retrieved November 2010.

World Education. "Alternatives for At-Risk Youth in the Casamance." Prepared for: USAID. n.d.

World Youth Forum — UN. Dakar Youth Empowerment Strategy. August 2001.

Youth Employment Network (YEN) and International Youth Foundation (IYF). "Private Sector Demand for Youth Labour in Ghana and Senegal: Ghana and Senegal Study Findings." July 2009. Conducted by FocusAfrica. Retrieved from: http://www.ilo.org/public/english/employment/yen/downloads/psi/psi_study.pdf

Ziderman, Adrian. "Financing Vocational Training to Meet Policy Objectives: Sub-Saharan Africa." Prepared for: World Bank. November 2001.



The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities.

To learn more, visit www.iyfnet.org