



Government of Sierra Leone



National Youth Service

STRATEGY AND ROADMAP

FOR IMPLEMENTATION

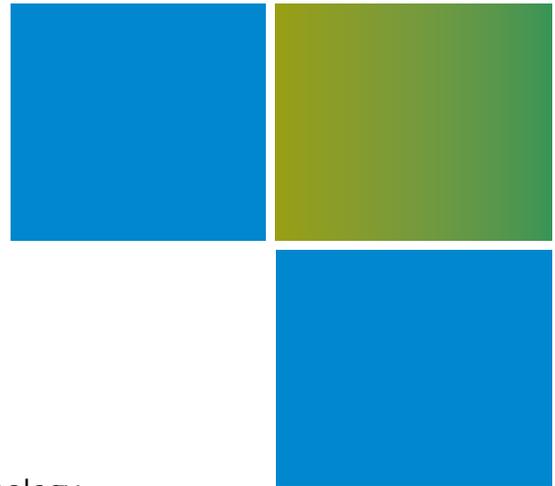
2017



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Abbreviations



CDS	Community Development Services
EVD	Ebola Virus Disease
GDP	Gross Domestic Product
GoSL	Government of Sierra Leone
ICT	Information and Communication Technology
IMF	International Monetary Fund
MDAs	Ministries, Departments and Agencies
MOYA	Ministry of Youth Affairs
MYS	Members of the Youth Service
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
RME	Research Monitoring and Evaluation
SDG	Sustainable Development Goals
TOR	Terms of Reference
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund



CONTENTS

Abbreviations		3
List of figures and tables		7
Foreword		8
Acknowledgements		9
CHAPTER 1		10
1.1 Introduction		10
1.2 Background		10
1.3 The country context		10
1.4 Sectoral and institutional context		11
1.5 Youth and National development		12
1.6 The National youth Service: mission and implementation		12
1.7 Target population, mission and vision		13
1.8 Objectives of the scheme		14
1.9 Implementation strategy for the NYS		15
1.10 Goals of the NYS implementation strategy		15
CHAPTER 2		20
2.1 Staff recruitment		20
2.2 Structure of NYS		20
2.3 Functions of the NYS regional offices		21
2.4 Functions of the district offices		21
2.5 Criteria for employment		22
2.6 Staff training		22
2.7 Placement of staff		22
CHAPTER 3		23
3.1 Planning and budgeting for NYS activities		23
CHAPTER 4		24
4.1 Engagement with stakeholders		24
4.2 Final year graduating students from colleges and universities		24
4.3 Registrars of degree-awarding institutions		24

4.4 Ministries, departments and agencies		25
4.5 Security agencies (army, police and office of national security)		25
4.6 Private sector		25
4.7 Chiefs and district authorities		25
4.8 Development partners		25
CHAPTER 5		26
5.1 The selection process		27
5.2 Enlistment of prospective participants		27
5.3 Process of enlistment		27
5.4 Call-up instrument		28
CHAPTER 6		29
6.1 Orientation		29
6.2 Pre-orientation workshop		29
6.3 Role of Agencies/Ministries during orientation		30
6.4 Orientation course		32
6.5 Administration of the orientation camp		32
6.6 Life skills for service members		34
6.7 Skills acquisition training		34
6.8 Release of posting/placement letters		35
CHAPTER 7		37
7.1 Primary assignments		37
7.2 Community development service		37
7.3 Post-orientation skills acquisition		38
7.4 Service members' welfare		39
7.5 Security for service members		39
7.6 Monitoring and evaluation of the primary assignment and community development		39

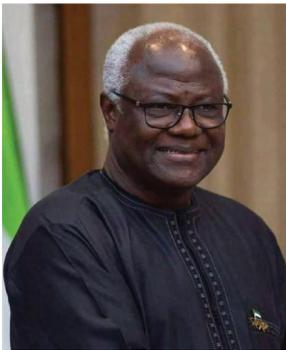
CONTENTS

CHAPTER 8		40
8.1 Exiting the National Youth Service		40
CHAPTER 9		42
9.1 Partnerships and linkages		42
CHAPTER 10		43
10.1 Funding of the NYS		43
10.2 Public-Private Partnerships		43
10.3 Development partners		43
10.4 Establishment of an NYS Alumni association		43
10.5 Establishment of an NYS fund		43
CHAPTER 11		45
11.1 Monitoring and evaluation		45
11.2 Monitoring		45
11.3 Evaluation		45
CHAPTER 12		47
12.1 Challenges		47
12.2 Best practices		47
12.3 Recommendations		47
APPENDICES		51
Appendix 1: Curriculum for NYS orientation course		51
Appendix 2: Orientation course timetable		53
Appendix 3: National Youth Service - Logical framework matrix		56

LIST OF FIGURES AND TABLES

Figure 1: Sierra Leone NYS implementation steps	19
Figure 2: Organogram of NYS Directorate	20
Figure 3: Organogram of Regional and District Officers	21
Figure 4: NYS stakeholders	26
Figure 5: Organizational chart of camp administrators	34
Table 1: Sierra Leone NYS implementation framework	15

Foreword



Ours is a nation of young people and its development largely depends on their preparedness to acquire the skills, experience and positive mental attitude needed. I absolutely believe in their potential and power to move this country forward and to

help in attaining the Sustainable Development Goals. It is therefore very critical to have a Roadmap that will guide them through the process that will help to harness that potential.

During the State Opening of Parliament in 2013, I made a commitment to establish a National Youth Service as one of my Government's several initiatives to address the challenges of youth employability and empowerment in Sierra Leone.

On 14 December 2016, I fulfilled that commitment by launching the National Youth Service of Sierra Leone. I believe that the National Youth Service will be a catalyst for youth development: one that will provide our youth with opportunities to gain valuable work experience, develop their self-discipline, expand their knowledge of Sierra Leone's cultural diversity and help bridge the ethnic divide in our nation.

A scheme such as the National Youth Service will no doubt enhance their sense of patriotism and promote national cohesion. The National Youth Service will also help our youth nurture and cultivate a positive work ethic, which is fundamental to

their career development and the attainment of professional goals.

I call on all Ministries, Departments and Agencies, the development community and the private sector, to rise to the occasion and embrace this unique opportunity to promote the productivity of our young graduates by creating the spaces and resources needed to move the scheme forward.

I applaud the UNFPA for funding the consultancy that has resulted in this Roadmap; the UN Volunteers for validating the process and the Ministry of Youth Affairs and the National Youth Commission for their continued oversight of the process.

Let me also urge young Sierra Leoneans to take full advantage of the opportunities this scheme will make available to them to build their capacities and to ensure their positive contribution to the building of our nation.

God bless the youth of Sierra Leone, and God bless Sierra Leone.

Dr. Ernest Bai Koroma
President of the Republic of Sierra Leone

A handwritten signature in red ink, which appears to be 'Ernest Bai Koroma'. The signature is stylized and written in a cursive-like font.

Acknowledgements



UN data and national statistics identify the African continent as the most youthful, with the under-18 group comprising the majority of the population and projected to double by 2050.

Youth development has therefore presented itself as a development paradox in Africa, embedded with both opportunity and risk. Depending on how governments respond to this stark reality, an exponentially expanding youth population can either become a ticking time bomb or offer a huge potential for transformation.

Evidence abounds that thousands of our young citizens are risking their lives on perilous journeys to supposedly greener pastures, with some of them available as fodder for rebel and terrorist organizations. They are driven to doing so as a result of unemployment and the lack of a sustainable livelihood in their home country.

A well-planned investment in our youth, predicated on President Koroma's sworn covenant to change the present status of youth of Sierra Leone, has therefore emerged as a major fulcrum of the Agenda for Prosperity. Rather than being intimidated by the challenge, we are determined to continue investing in projects that create jobs and enable our youth to establish their own businesses; make agriculture and rural areas attractive and promote innovation and technology.

The National Youth Service Act of 2016 is a milestone in this challenging journey. The National Youth Service is meant to partially address the problem of graduate unemployment and also provide a pool of patriotic and competent youths to strengthen service delivery and provide leadership for development.

My Ministry acknowledges, with immense gratitude, those partners who have supported the evolution of the Youth Service concept all the way to its realization. The UNDP, UNV, RESTLESS Development and the UNFPA have presented themselves as reliable partners during this transition. The Ministry is also thankful for the work of the consultant, Anthony Chinwuba Ani.

We are especially grateful to UNFPA for providing the funding for the consultancy leading to this Roadmap, which we believe offers the technical information needed to move the implementation of the National Youth Service scheme forward.

We are eternally grateful.

Bai Mahmoud Bangura
Minister of Youth Affairs

A handwritten signature in black ink, appearing to read 'Bai Mahmoud Bangura'. The signature is written in a cursive style with some loops and flourishes.

CHAPTER 1

1.1 Introduction

Sierra Leone's National Youth Service (NYS) is a national programme that promotes youth participation in governance. This Strategy and Roadmap for Implementation will guide the implementation of the NYS whose goal is to provide newly qualified graduates with opportunities to obtain practical job experience in the public and private sectors of the economy. It directly addresses the problem of social exclusion, which is discussed in detail below.

1.2 Background

Social exclusion is a multi-dimensional phenomenon that has gained worldwide attention in the policy world. Policies addressing exclusion have been effective in addressing problems arising from the lack of employment, poor skills, low income, high crime environments, poor housing and poor health among youth. In addition, the concept of social exclusion is antithetical to the wider concepts of citizenship, human and social capital, and democracy. Social capital, for instance, has become an increasingly useful tool to understand the role of people's networks and relations in both their social and economic development. According to the World Bank,¹ social capital comprises of norms that shape institutions and provide a quality relationship in a society's social interactions. This is echoed by Civic Practices Network,² which adds that social capital consists of stocks of social trust, norms and networks that people use to solve common problems.

Responding to the precarious situation of young people worldwide, the United Nations General Assembly, in its fifty-second session in 1997³, called

on all Member States to implement the World Programme of Action for Youth for 2000 and beyond. Each Member State was encouraged to formulate national youth policies and programmes using both a development and a rights approach. In Sierra Leone, the Government's response to this call engendered a debate at governmental and civil society levels that led to the idea of a national service for youth in Sierra Leone. The connection between national service and the responsibilities that come with citizenship has since become a priority for public policy. The benefits of national service – and the NYS – accrue not only to individuals, who develop robust relationships among each other, but also to societal institutions. Therefore, community members must be willing and eager to invest in one another. Doing so will build social capital, and strengthen community ownership in the development process, and mutual trust.

1.3 The country context

Sierra Leone is a post-conflict country that, prior to the Ebola outbreak, had been experiencing strong economic growth. After emerging from a decade-long civil war in 2002, the economy had been on a recovery path, with a real Gross Domestic Product (GDP) growth (GDP) of 15.2 percent in 2012 and 20.1 percent in 2013. The average annual per capita growth between 2003 and 2011 was 5.8 percent. This growth was anchored in increased mining activities, agricultural production and construction, as well as expansion in the services sector and the recovery of the tourism industry.

1. World Bank, 2000, "Social capital for development," <http://www.org/poverty/scapital/index.htm>.

2. <http://srdc.msstate.edu/fop/levelthree/trainarc/socialcapital/socialcapital-sirianni&friedland.pdf>

3. <http://www.un.org/documents/ga/docs/52/plenary/a52-60.htm>

Robust economic growth had, however, not translated into a corresponding increase in adequate, productive employment opportunities. In 2011, 53 percent of the country's 6 million inhabitants remained below the poverty line, and nearly 1 million were extremely poor. In addition to high levels of poverty, a large number of Sierra Leoneans are also food insecure and vulnerable to shocks. Almost half of all households – or 2.5 million people – experience food insecurity during the lean season, and over 50 percent use at least one negative coping measure (e.g., reducing meals).

In 2014, Sierra Leone was severely affected by the Ebola Virus Disease (EVD) crisis. The country recorded about 14,122 cases and 3,955 deaths by December 2015.⁴ The EVD crisis undermined economic growth prospects, with real GDP growth falling to 4 percent in 2014 and a minus-2 percent growth forecast by the Government of Sierra Leone (GoSL) and International Monetary Fund (IMF) in 2015. This was as a result of disruption of activities in agriculture, mining, manufacturing, construction, tourism and transport sectors. A joint report by the GoSL and the World Bank in 2015⁵ on the socioeconomic impacts of EVD indicated a decline in employment, increased food insecurity and reduced utilization of services, negatively affecting both the short-term and long-term well-being of households. There was also a significant reduction in employment in urban areas, particularly among the non-farm self-employed, with non-health-related effects of EVD such as restrictions on movement and stigma cited as some of the main reasons for individuals not working.

The crisis, and the devastating impacts on the economy, reflected an underlying fragility and vulnerability to future shocks. As a first step to addressing this, the GoSL began implementing a National Ebola Recovery Strategy 2015-2017, which detailed a pathway towards economic recovery after the crisis. With regard to the youth, the strategy highlighted the need to restore the livelihoods of vulnerable youth and build their resilience to future shocks through youth employment initiatives.

1.4 Sectoral and institutional context

Sierra Leone has a relatively young population,

with more than three quarters below the age of 35. While youth (defined in Sierra Leone as people aged 15–35) represent the majority of the working-age population they are a proportionately smaller part of the labour market and fare worse than older cohorts in terms of under-employment and unemployment. According to the Sierra Leone Labour Force Survey⁶, relative to the population aged 36–64 years, the share of youth both in the labour force and among the employed is 30 percent less than the older group. The unemployment rate is also higher among youth than among older people (5.9 percent versus 2.2 percent). The highest unemployment rate occurs among young men, particularly those in Freetown (14.0 percent).

The Labour Force Survey further noted that poor literacy and lack of skills inhibit productive employment. Specifically, 10 percent of the broadly unemployed were not searching for jobs because they lacked skills. Over half of the population cannot read or write, and among women and the population in rural areas, this percentage is 66 and 68 percent respectively. This has implications for the quality of jobs available to them, as well as labour productivity, access to formal credit and their ability to access more sophisticated inputs and technology for businesses.⁷

The country has, however, been making important strides toward improving youth employment outcomes. In 2014, the GoSL, with the support of the World Bank, adopted a revised National Youth Policy 2014, which outlines the GoSL's priority areas of intervention and key strategies for youth empowerment. To implement the priority areas of the policy, the GoSL, with support from the UNDP, developed a strategic document for action, 'A Blue Print for Youth Development Programme 2014-2018'.

4. World Health Organization, "Ebola Situation Report," 9 December 2015, <http://apps.who.int/ebola/current-situation/ebola-situation-report-9-december-2015>.

5 World Bank Group, "Socioeconomic impact of Ebola in Sierra Leone" 2015 <http://www.worldbank.org/content/dam/Worldbank/document/Poverty/documents/>

6 World Bank Group, "Findings from the 2014 Labour Force Survey in Sierra Leone," accessed 14 June 2017, <http://documents.worldbank.org/curated/en/806541468178774794/pdf/104269-PUB-PUBLIC.pdf>.

7. Findings from the 2014 Labour Force Survey in Sierra Leone, accessed 14th June 2017, <http://documents.worldbank.org/curated/en/806541468178774794/pdf/104269-PUB-PUBLIC.pdf>.



Other GoSL policies which provide further commitment to addressing youth unemployment issues include the 'Agenda for Prosperity (A4P)'. This policy document defines the overall development of the country and is the main national anchor for dealing with the medium- to long-term challenges posed by the EVD outbreak. The A4P includes a Labour and Employment Pillar, with the objective of providing productive and adequately remunerative employment opportunities for vulnerable groups, particularly the youth.

The creation of the NYS is another important step, not only because of the practical opportunities it creates, but also as a symbolic statement of support for the youth of the country. A National Youth Scheme embodies a belief both in the contribution young people can make to development and in the importance of investing in their skills and experience.

1.5 Youth and national development

As key agents for social change, economic expansion and innovation, young people with their imagination, ideals, energy and vision are a major resource for a country's development. Leaders, including His Excellency, President Ernest Bai Koroma, recognize the vital role that young people can play in nation building, and decided to put in place a policy that addresses youth capabilities and opens up

opportunities as part of its long-term solution to youth unemployment, and to counter the increase in the crime rate, terrorism and the migration of youth.

1.6 The National Youth Service: Mission and implementation

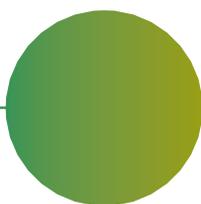
The Parliament of Sierra Leone enacted the NYS Act and gazette as Vol. CXLV11. No. 17 dated 12 March 2016. Sierra Leone's NYS, which was launched in December 2016, is a national programme that promotes youth participation in governance. The 2016 NYS Act aims to create work opportunities and sustainable livelihoods for young persons; instill in participants a sense of responsibility and of service to the country; gain a sense of self-respect and respect for authority; understand the values of discipline, democracy, citizenship and cooperation; and foster social cohesion.

The National Youth Service (NYS) Framework, the study that led to the development of NYS Act of 2016, recognizes the role of the NYS in the social mobilization and capacity-building of the youth.

The NYS Framework states that youth service initiatives should broadly encompass the following:

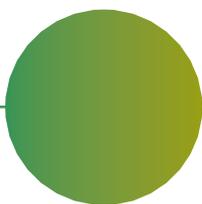
- Develop skills, knowledge and the ability to make a better transition into adulthood;
- Provide a vehicle for national development in different areas of deployment;
- Introduce capacity-building programmes for leadership;
- Facilitate youth-driven poverty alleviation programmes;
- Make community service an integral part of tertiary education and the school curriculum and expand it to reach community service needs;
- Create a spirit of nationalism and patriotism among the youth population, thereby helping to eliminate prejudices about fellow citizens of Sierra Leone.

1.7 Target population, vision and mission



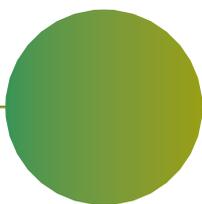
Target population

The target population of the NYS is comprised of Sierra Leoneans who are not over 35 years of age on the day of their graduation and have obtained a degree from recognized universities or colleges. However, as enshrined in Section 28(1) and (2) of the NYS Act (2016), these graduates could be exempted from the NYS on medical grounds or if they are members of the Armed Forces or Police Force. Also, graduates whose disciplines are not a national development priority may be exempted. Policies and programmes are geared towards the elimination of gender, class and ethnic bias. The identification of target groups reflects the needs of young women and men nationwide.



Vision

To create national consciousness among Sierra Leonean youth through the NYS.

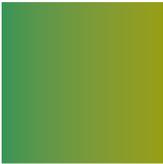


Mission

To enlist college and university graduates in the NYS to train them to serve the nation by instilling in them a tradition of patriotism, loyalty, integrity and selfless service to the nation.

1.8 Objectives of the scheme

The objectives of the NYS scheme as stipulated in the 2016 National Youth Service Act are as follows:

	<hr/> <p>Inculcate a disciplined work ethic among the youth of Sierra Leone and a sense of patriotic and loyal service</p>		<hr/> <p>Give young people an opportunity to learn about the importance of the higher ideals of achieving national goals</p>
	<hr/> <p>Develop a collective sense of the need to mobilize towards these goals through shared experiences and relevant training</p>		<hr/> <p>Encourage youth to acquire a spirit of self-reliance and to develop skills for self-employment that will contribute to the country's economic growth</p>
	<hr/> <p>Develop common ties and a sense of common destiny among young people to promote national unity and integration</p>		<hr/> <p>Eliminate ignorance, remove prejudices and promote an understanding of the many similarities among ethnic groups in Sierra Leone</p>
	<hr/> <p>Promote an equitable distribution of service members and the utilization of their skills to better fulfil the country's needs</p>		<hr/> <p>Assign youth outside their regions and districts of origin to develop a sense of patriotism and national ownership</p>
	<hr/> <p>Create a sense of awareness about the cultural diversity in Sierra Leone</p>		<hr/> <p>Encourage a sense of religious tolerance among service members by accommodating religious differences</p>
	<hr/> <p>Provide opportunities for employment all over Sierra Leone, to promote the free movement of labour at the end of national service</p>		<hr/> <p>Encourage employers who have had experience with qualified service members to provide them employment irrespective of their region of origin</p>
	<hr/> <p>Undertake projects designed to combat hunger, illiteracy, disease and unemployment</p>		<hr/> <p>Help to provide essential services and amenities, particularly in rural communities</p>
	<hr/> <p>Promote the spirit of voluntarism among the youth of Sierra Leone</p>		

1.9 Implementation strategy for the NYS

This implementation strategy has been developed to respond to the provisions in the 2016 Act that established the NYS and ensure that the organization achieves the goals and objectives of the scheme.

1.10 Goals of the NYS implementation strategy

The primary goal of implementing the NYS is to provide newly qualified graduates with opportunities to obtain practical job experience in the public and private sectors of the economy and to serve their nation. The NYS will give these sectors the opportunity to satisfy their manpower needs. Furthermore, it will give communities facing development challenges a chance to take part in the developmental programmes service members will offer. Though the NYS is the GoSL's responsibility, its effectiveness can only be realized by partnering with private and civil society groups, communities and development partners.

Table 1: Sierra Leone NYS implementation framework

Objective	Activity	Indicator	Timeframe	Responsible parties
1. To set up administrative structures of the NYS at the regional and district levels	Identify NYS staff from those in the existing public service;	Number of offices in the regions and districts that are properly functional	June-July 2018 (1 month)	NYS Governing Board
2. To create awareness of the NYS	<p>Conduct engagement and awareness sessions with various stakeholders including:</p> <ul style="list-style-type: none"> >Final year students in degree-awarding colleges and universities >Registrars of degree-awarding colleges and universities >Private sector >Media • > Ministries, Departments and Agencies (MDAs) and > Quasi-government institutions 	<p>Commitments by stakeholders and evidence of support;</p> <p>Number and types of stakeholders engaged</p>	July-August 2018 (3 weeks)	NYS management
3. To undertake enlistment and training of NYS members	<p>Secure the participation of various agencies in the enlistment of NYS Corp members These agencies include:</p> <ul style="list-style-type: none"> >Security Agencies >MDAs >Local government/ Chiefs >Development partners/NGOs 	<ul style="list-style-type: none"> •Performance ratings by service members; •Performance rating of monitoring officials •performance of course officials • Number of service members assessed using Form 2A in the NYS Act. 	Aug-Oct 2018 (3 months)	<p>NYS management</p> <p>Service members</p> <p>Other course officials</p>

Objective	Activity	Indicator	Timeframe	Responsible parties
3. To undertake enlistment and training of NYS members	<p>Conduct orientation course of National Youth Scheme members to include:</p> <ul style="list-style-type: none"> >Documentation >Kitting >Lectures >Physical training >Drills >Sports and games >Social activities >Placement of service needs 			
4. To deploy NYS members to undertake the primary assignment	<p>Undertake post-orientation course activities including the following:</p> <ul style="list-style-type: none"> >Collect and transport service members from orientation camp by employers >Provide accommodation for service members in their places of primary assignments >Assign service members to their given jobs for the NYS period by employer >Conduct daily duties as assigned by employers in places of primary assignment 	<p>Number of service members reporting satisfaction with reception received from their employers;</p> <p>Performance rating of service members by their employers;</p> <p>Number of service members assessed using Form 2B in the NYS Act.</p>	Sept 2018-Aug 2019 (11 months)	NYS management; Employers of service members
5. To participate in Secondary Assignment for the NYS	<p>Support Community Development service (CDS)</p> <p>Identify project along with the communities</p> <p>Mobilize finances from communities, Local governments/ District / NGOs/ development partners to support Community Development (CD) efforts</p>	<p>Proportion of Community Development projects completed;</p> <p>Number and types of CD projects undertaken;</p> <p>Number of satisfactory reports obtained from the beneficial communities;</p> <p>Number of service members assessed using Form 2C in the NYS Act</p>	Sept 2018-Aug 2019 (11 months)	NYSC Management; Communities; Local government; Development partners

Objective	Activity	Indicator	Timeframe	Responsible parties
6. To acquire skills for self-reliance by NYS members	Conduct trainings in skills acquisition in camp and during the post-orientation period;	Number and types of self-reliance skills taught to service members	Sept 2018-Aug 2019 (11 months)	NYS management; Trainers; Financial institutions
	Conduct motivational talks for NYS members in camp and post-orientation period;	Number of service members empowered by financial institutions and development partners		
	Conduct lectures/training on management skills for NYS members	Number of products displayed by service members during training		
7. To exit and pass out of the NYS scheme	Conduct rounding up/passing out exercise;	Number of service members who obtained loans for self-employment;	August 2019 (2 weeks)	NYS management; Service members
	Conduct end of service appraisal by serving members;	Evidence of collection of certificates of national service;		
	Appraise skill acquisition;	Number of service members who successfully completed the NYS and obtained certificates		
	Conduct graduation for NYS members;			
	Conduct rehearsals/ passing out ceremony;			
Provide recognition and awards to outstanding service members	Number of service members who collected awards of recognition			
8. To evaluate and assess the performance of the NYS service year	Distribute certificates of national service to successful NYS members;	Data analysis and reports;	Sept 2018 (2 weeks)	NYSC Management;
	Monitor and analyse performance data collected from the scheme	Percentage of service members who successfully completed the NYS service and obtained certificates		

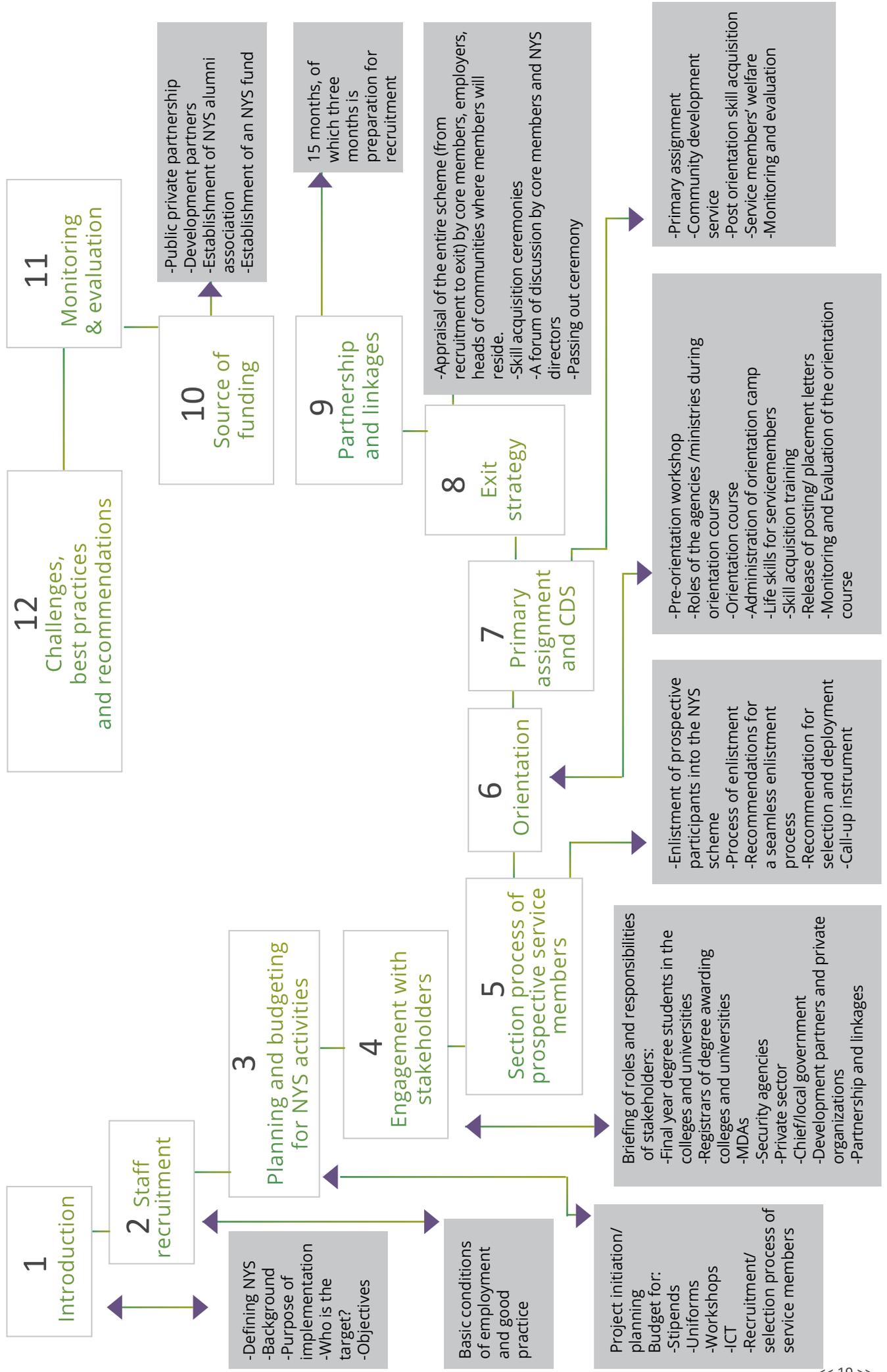
1.11 Roadmap for the NYS

The Roadmap for the NYS Sierra Leone to achieve its objectives includes these steps:

- Step I: Engagement of prospective service members (final year students) in colleges and universities (two weeks);
- Step II: Engagement of college and university registrars producing the prospective service members in a conference (three days);
- Step III: Engagement of district authorities and chiefs in their roles in the NYS project (two weeks);
- Step IV: Pre-orientation workshop for critical stakeholders to ensure the success of the orientation (three days);
- Step V: Enlistment, selection and deployment of the prospective service members (two months);
- Step VI: Orientation course for enlisted prospective service members which includes skills acquisition (three weeks);
- Step VII: Primary assignment and CDS and post-camp skills acquisition training after posting to their employers (11 months);
- Step VIII: Completion and passing out of service members and the empowerment of those who have chosen to be entrepreneurs.



Figure 1: Sierra Leone NYS implementation steps



CHAPTER 2

2.1 Staff recruitment

Appropriate staffing of the NYS will be ensured through the process of selecting, training and positioning individuals for specific job functions. The management of the NYS is responsible for timely and quality staff recruitment. NYS Sierra Leone as an organization carries the responsibility of mentoring and giving youth direction and should therefore have quality staff who are fully capable of driving the process of effectively implementing the strategy. The process of staffing includes:

- a) Advertising the posts;
- b) Selection;
- c) Training;
- d) Placement

2.2 Structure of NYS

The NYS Act has, in Sections 3, 19, 20 and 21, outlined the approved structure of the scheme. At the apex is the Governing Board followed by the Executive Director, Deputy Executive Director and four Directors. The Directors head the following departments at the Directorate Headquarters:

- a) Finance and Administration;
- b) Programme, Recruitment and Training;
- c) Research, Monitoring and Evaluation (RM&E);
- d) Communication.

The positions of Executive Director and Deputy Executive Director have been filled. The Act goes further in Section 22 to state that the service shall establish regional and district offices in the entire provincial and district headquarter towns, i.e., four provinces and all districts. The structure of the NYS is shown below:

Figure 2: Organogram of NYS Directorate

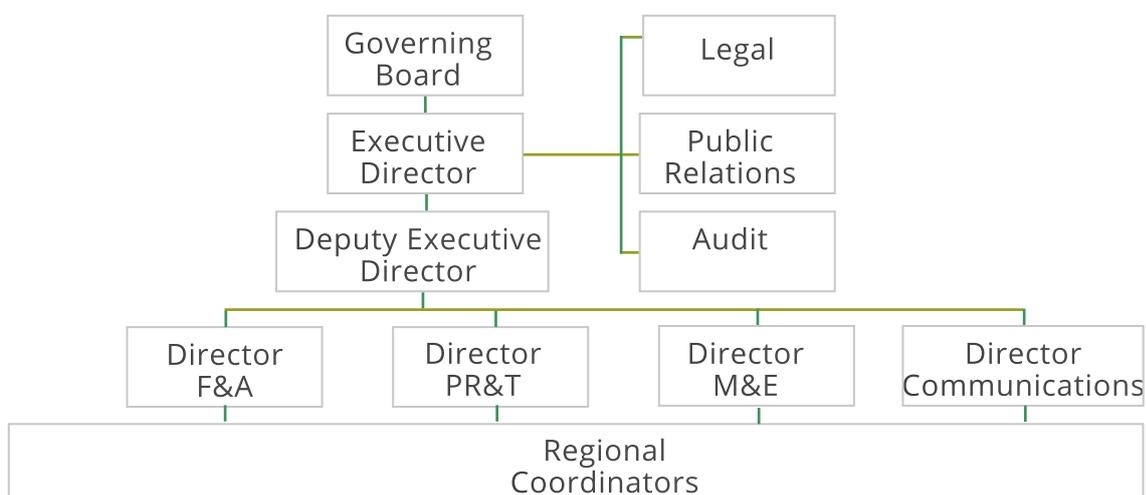
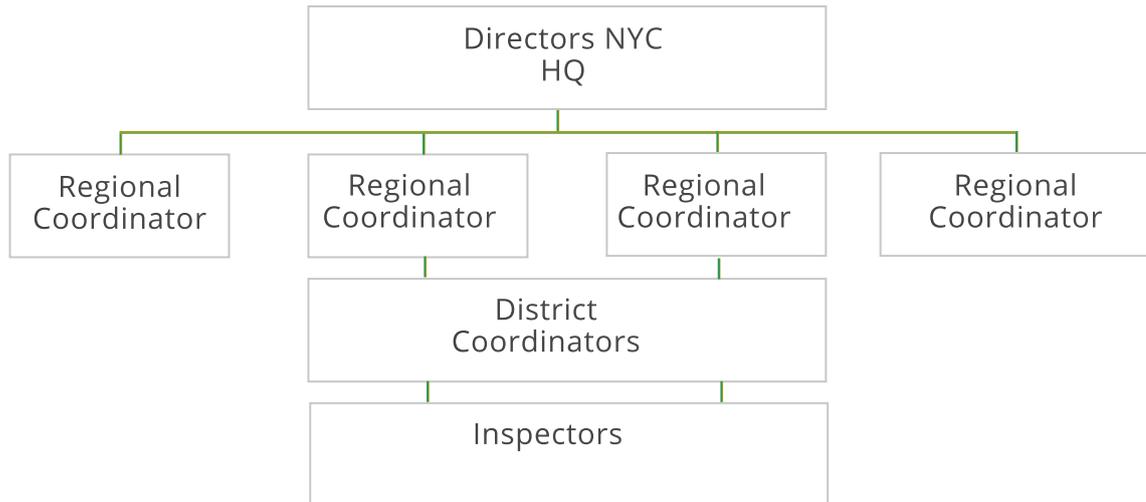


Figure 3: Organogram of regional and district officers



Even though it would be preferable for the NYS Directorate to immediately recruit its own staff, considering the financial position of the scheme, it is advisable for the scheme to lean on Section 21(2) and request well-experienced public officers to be seconded to the NYS for at least three years during which the Directorate would make plans to gradually recruit its own staff.

The recruitment of seconded staff should commence as early as possible so that they can start orientation and training. Since the Departments at the Headquarters are headed by Directors as stipulated in Section 22, the regions have to be headed by Deputy Directors to maintain the hierarchy. The districts are to be headed by Assistant Directors while the Regional Offices report to the Directors and also supervise the activities of the districts. The district NYS officers supervise the service members in their places of primary assignment/CDS within the districts and communities.

2.3 Functions of the NYS regional offices

The NYS Regional Offices:

- Are responsible to the Directors at the Directorate;
- Oversee the general operations of the NYS in the region;
- Monitor the activities of NYS Districts under its

jurisdiction;

- Ensure the implementation of NYS policies as they concern primary assignment and CDS;
- Collate all reports from the districts and forward the same to the Directorate;
- Constantly communicate with members of the Regional Advisory Committee to ensure safety of service members as well as monitor CDS projects in the region;
- Identify Skills Acquisition Centers in the Region where service members will learn skills;
- Serve as the Secretary of the Regional Advisory Committee;
- Engage with the Regional Security Commanders to ensure adequate security for the service members in the region.

2.4 Functions of the district offices

The NYS District Offices have the following responsibilities:

- Oversee the activities of the NYS in the district;
- Monitor the service members in their places of primary assignment;
- Monitor the community development projects embarked upon by service members;
- Work in cooperation with the chiefs and members of the communities in their districts to give the service members the support they need to perform their duties;

- Collate from the district requests from employers for service members;
- Ensure adequate welfare for service members by both employers and the communities;
- Coordinate with the Local Unit Commander of Police of the district to ensure adequate security for the service members in that district;
- Identify Skills Acquisition Centers for the service members within the district;
- Serve as the Secretary to the District Advisory Committee;
- Report to the Regional Coordinator and submit all M&E reports to the Regional Coordinator.

an organization responsible for grooming leaders, NYS should base placement on merit. This is critical, as staff placed for reasons other than merit risk perpetuating a poor-quality culture of work, which will impede the achievement of the objectives of the NYS.

2.5 Criteria for employment

The criteria used in hiring staff who will drive the vision and mission of the NYS should be based on those values that will both help it achieve its organizational goals as well as meet the guidelines governing recruitment to public service. These criteria include:

- a) Basic qualifications for the position;
- b) Good character;
- c) Additional relevant skills, e.g., computer literacy.

Since this organization is premised on fostering national unity and integration, recruitment should reflect the inclusion of people from all regions. Gender balance should be considered, and as far as possible, staff should not be posted to their districts of origin. This is especially true for District Coordinators and those in the management cadre.

2.6 Staff training

Continued staff training in the NYS is essential to maintain an effective workforce and this is especially important for the NYS as they are mandated with managing young graduates. The first step management should take after recruitment is to conduct an induction course where the ethics and values of the organization as well as their career track will be explained to them. Staff training should focus on management courses, conflict management, entrepreneurship and leadership.

2.7 Placement of staff

The management of NYS should place its staff based on qualifications, competence and performance. As



CHAPTER 3

3.1 Planning and budgeting for NYS activities

Effective planning is key to the achievement of the goals of the NYS. It involves the following:

- a) Defining the objectives to be achieved;
- b) Formulating strategies that will enable the achievement of objectives;
- c) Arranging the means required to achieve the objectives;
- d) Giving directives on the proper steps to be taken to achieve the objectives;
- e) Monitoring all the steps to ensure quality implementation.

The management of NYS should articulate the objectives of the NYS as listed in section 12 of the NYS Act 2016 and achieving them should form the basis of its planning. The strategies that will assist management in achieving these objectives have been articulated in Sections 1.4-1.6 of this document. However, successful implementation requires adequate budgetary support. Therefore, it is the responsibility of the NYS Directorate to prepare a comprehensive budget and approach the various bodies named in Section 40 of the NYS Act to ensure that they also capture the NYS-related activities in their various budgets.

The budget of NYS should express the strategic plans of the scheme in measurable terms. The budget of the scheme is expected to cover the following top priorities:

- a) Staff salaries;
- b) Office rent where required;
- c) Engagement of stakeholders;
- d) Pre-orientation workshops;
- e) Enlistment and selection processes, which include advertising, printing of enlistment forms, exemption certificates;
- f) Service members' kits (uniforms);

- g) Monthly allowance for service members;
- h) Transport allowance for members to attend orientation camp;
- i) Transport allowance back home at the end of service;
- j) Orientation: food allowance for service members and course officials, fuel, water, sanitation, drugs, honoraria for course officials;
- k) Skills acquisition: trainers' allowance, printing of certificates of attendance, graduation ceremony;
- l) Monitoring and evaluation: printing of assessment tools (Forms 2A, 2B and 2C), transportation;
- m) Passing out ceremony: canopies and chairs, printing of certificates of National Service;
- n) Swearing-in ceremony, chairs and canopies.
- o) Others as may be deemed necessary

The process of preparing a budget for the scheme must be given top priority and should be thorough. In preparing the budget, the Directorate should obtain a list of prospective degree graduates from colleges and universities to use in their calculations. The approval of the budget will determine the actual number of prospective service members the GoSL can absorb in a service year and the number approved should be used in the process of selecting service members. The approval of the budget is thus fundamental to the success of the NYS. After obtaining the approved budget and financial backing, it is important that management properly directs the use of the resources to ensure allocation to the appropriate areas. Proper monitoring should be carried out to ensure that the objectives for which the planning was done are achieved.

CHAPTER 4

4.1 Engagement with stakeholders

The NYS is a national project, which must affect the lives of all Sierra Leoneans. NYS is community-based and is focused on vital sectors of the economy. The success of the scheme therefore hinges on the roles that the stakeholders will play and their buy-in. The stakeholders of the NYS include the following:

- a) Final year students in colleges and universities;
- b) Registrars of degree-awarding colleges and universities;
- c) MDAs;
- d) Security agencies;
- e) Private sector and quasi-government institutions;
- f) Chiefs/local government;
- g) Development partners (local and international partners working in Sierra Leone.)

For the NYS project to be successfully implemented, the above-mentioned stakeholders should not only buy into the scheme, but take ownership of it, to ensure their maximum support. It is, therefore, very important that the NYS Directorate engages these stakeholders through conferences/workshops where the objectives of establishing the scheme is explained to them, how the nation and the citizens stand to benefit from it and what their expected roles and responsibilities are.

4.2 Final year graduating students from colleges and universities

Final year graduating students will be visited in their schools by officials of the NYS Directorate as they are about to graduate, before starting the enlistment process. The following are important issues that should be discussed:

- a) What is the NYS?
- b) Why the NYS?
- c) Who qualifies to be a service member?

- d) How does one enlist?
- e) What is the duration of the programme?
- f) How much is the allowance?
- g) What about deployment and placement?
- h) What are the expectations of service members?
- i) What are the expectations of employers and the communities where members serve?
- j) What is CDS?
- k) What of volunteerism and how do they come in?
- l) What comes after the NYS?
- m) What should they know about skills acquisition and employment?
- n) What of exemption and deferment and who qualifies?
- o) What is orientation?
- p) What happens if a participant becomes ill during the programme?
- q) What happens if a participant becomes pregnant during service and requires maternity leave?

4.3 Registrars of degree-awarding institutions

Registrars of degree-awarding colleges and universities are important stakeholders who produce those qualified for the service. The NYS Directorate should engage them in a conference drawing their attention to Section 45 of the NYS Act, which spells out punishment for any person who gives false information for the purpose of the NYS. The institutions are to submit their senate approved list, which is to contain the following information about the prospective service members:

- a) Name;
- b) Date of birth as submitted at the point of entry into the institution;
- c) District of origin as at the time of entry into the institution;
- d) Matriculation number;

- e) Discipline;
- f) Class of degree.

The NYS Directorate must assign a unique code to every degree-awarding institution. That code will appear on the call-up instrument to be issued to the prospective member. (See section 5.3 for details on the call-up instrument.) The institutions will want to know how their graduates will be exempted from service, especially members of the armed forces and the police. Institutions should submit letters from their commands/units along with the master list to the NYS Directorate. When the operations of the NYS are fully computerized, including the enlistment process, both the institutions and the NYS should agree where the graduates will collect their call-up instrument, which could be either at the institutions or any of the NYS offices. Once fully computerized, service members should print their call-up online for a minimal fee.

4.4 Ministries, departments and agencies

The MDAs are also critical stakeholders. Sections 39 and 40 of the NYS Act of 2016 have assigned important roles to all MDAs. The Act makes it compulsory for MDAs to factor into their annual budget allocations to support the service scheme. The Ministry of Labour and Social Security is required to collaborate with the NYS to provide placement opportunities for participants. Apart from the roles assigned to MDAs in the NYS Act, some Ministries and Agencies are expected to play the following roles:

- The Ministry of Health and Sanitation is in charge of providing functional clinics at the orientation camp, including the personnel, drugs and ambulances required by the clinic.
- The Ministry of Education, Science and Technology and the Tertiary Education Commission are to assist in reviewing and confirming approved degree-awarding institutions and evaluating the certificates of graduates from institutions outside Sierra Leone.

The NYS needs to collaborate with Ministry of Agriculture, Forestry and Food for the establishment of NYS Farms and the empowerment of service members who are interested in going into agriculture as a business.

4.5 Security agencies (army, police and office of national security)

Apart from providing security during the orientation course, Security Agencies are expected to play the following special roles:

- a) The army provides physical training and drill instructors for the orientation.
- b) The police are to provide security at the gate of the orientation camp as well as internal security at the camp.
- c) The Office of the National Security/Police has to deliver lectures and answer questions on security.

4.6 Private sector

The private sector is a critical stakeholder in the NYS project. Section 40(2) states that private sector institutions, civil society organizations and non-governmental organizations (NGOs) shall factor into their annual budgets allocations to support the service scheme. They have to collaborate with the NYS for the placement of service members in private organizations.

4.7 Chiefs and district authorities

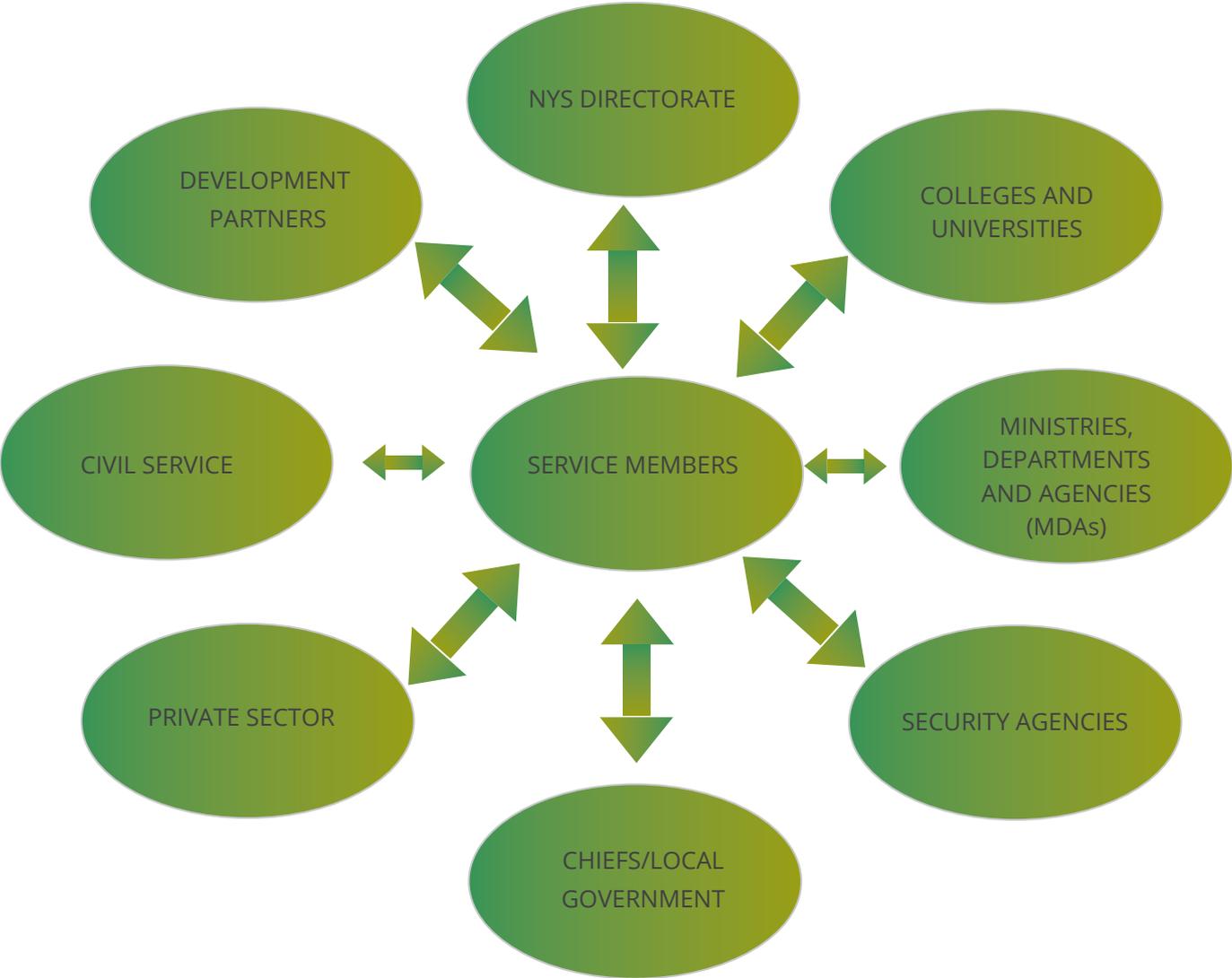
Chiefs and district authorities are critical stakeholders in the scheme. They are in charge of the communities where the service members will reside and carry out their primary assignments. They are expected to:

- a) Take care of the service members posted to their communities;
- b) Give service members accommodation;
- c) Assist security agents to protect the service members;
- d) Assist the service members in identifying community development projects.

4.7 Development partners

The NYS has to collaborate effectively with development partners who will engage the service members in public projects related to health, environment, education, volunteerism and agriculture, that will help achieve the Sustainable Development Goals (SDGs).

Figure 4: NYS stakeholders



CHAPTER 5

5.1 The selection process

To achieve the set objectives of the NYS, the Directorate is expected to map out strategies that will ensure that only qualified graduates are enlisted, deployed and placed in areas where they will render services to the nation as outlined in Section 34 of the NYS Act.

5.2 Enlistment of prospective participants

The selection of qualified participants should follow the criteria laid out in the NYS Act:

- a) Graduated after the NYS Act came into law i.e. only those who graduated from 12th February 2016 onwards;
- b) Obtained a degree from a college or university;
- c) Not be over the age of 35 years on the date of graduation;
- d) Not be members of the Sierra Leone Armed Forces or Police Force.

The law also permits the NYS board to exempt graduates from enlisting in the service on grounds of medical reasons and those whose disciplines are not a national priority. The board, under Section 29 of the NYS Act, may defer a college or university graduate's enlistment in the service scheme on the following grounds:

- a) Medical reasons;
- b) Graduates pursuing educational opportunities abroad;
- c) Any other reasonable cause for deferment.
- d) Discipline not a national priority

To ensure that the exemption on medical grounds is not abused, the Directorate should have a designated doctor who examines those seeking medical exemption. Their medical certificate is forwarded to the Directorate for consideration. Those who claim

to be members of the armed forces and the police should present letters from their Unit command.

The NYS Directorate should also, before the process starts, obtain the list of disciplines that are not a national development priority from the GoSL through the Governing Board. Certificates of those to be exempted from service for one reason or the other should also be prepared and issued when the call-up instrument is being released.

5.3 Process of enlistment

Section 24 of the NYS Act of 2016 states that all college or university graduates shall be enlisted in the service scheme for a period of one year, starting from the date specified in the call-up instrument. The Directorate has to advertise the invitation to college and university graduates to apply and direct them to where they can get the necessary forms that provide particular information on those qualified for enlistment. (Section 27 stipulates that prospective service participants should fill the form set out in the first schedule of the Act.)

The information recorded must be accurate to avoid violating Section 45 of the NYS Act. The NYS Directorate must have a control system for checks and balances; otherwise, unqualified persons could find their way into the service. The Directorate should therefore collaborate with the following entities:

- a) The Tertiary Education Commission whose responsibility it is to confirm that a degree-awarding institution is approved and the courses it offers are accredited;
- b) The Senate, that approves all degrees awarded;
- c) The Ministry of Education, Science and Technology, that evaluates certificates presented by foreign-trained graduates to confirm that these certificates are equivalent to the degrees awarded in the country.

The application period should not exceed one month and the Directorate should not spend more than a month for the selection. Before the process of selection starts, all institutions are given two weeks to submit their Senate-approved lists containing the name, matriculation number, date of birth (as submitted by the graduate at the point of entry into the institution), sex, discipline, class of degree, date of graduation (i.e., the date the Senate approved the result), and the district and region of origin of each candidate. The Senate-approved list should be signed by the registrar of the institution. Data collated from the Senate-approved list is used as a check when prospective participants submit their application forms. It is highly advisable that the entire process is computerized with appropriate software installed to handle large data and avoid fraudulent practices in future.

It is important that applicants who are doctors, pharmacists, nurses, medical lab scientists, etc., also submit copies of their practicing license (license to practice as awarded by their respective Councils). For graduates who want to defer their national service for any reason, the NYS Directorate must have a method to obtain this information and it is advised that this information be made available when the graduate is filling the application form.

5.4 Call-up instrument

Every prospective participant who has been successful in the enlistment and deployment process will be issued a document called a 'Call-up Instrument'. The call-up instrument should contain the following particulars of the prospective member: name, call-up number, district of origin, gender, institution, discipline, district of deployment, address of orientation camp, date of reporting to orientation camp and all other information concerning what the person should bring or not bring to camp. The call-up instrument should be signed by the NYS Executive Director.



CHAPTER 6

6.1 Orientation

The importance of the orientation course cannot be over-emphasized. It is the gateway to the NYS programme and the stage where a majority of the service members form their opinion about the scheme. It is therefore important that all the officials involved in the planning and implementation of the orientation course, especially staff of NYS, make every effort to secure the confidence the service members.

The orientation should last for three weeks with the following objectives:

- a) To give service members a better platform for them to understand the objectives of the NYS and internalize its ideals;
- b) To acquaint service members with the sociocultural, economic and political history of Sierra Leone;
- c) To prepare service members for the roles they are expected to play while in service;
- d) To equip service members with the leadership skills that will enable them to face the challenges of the service year ahead;
- e) To lay the foundation for the expected cultural integration among service members;
- f) To inculcate discipline in service members and motivate them to become agents of nationalism and patriotism;
- g) To motivate service members to acquire skills that would enable them to become self-employed.

The content of the orientation course covers the following:

- Meditation;
- Physical training;
- Drills;
- Lectures;
- Games and sports;
- Social activities.

Lectures delivered by competent lecturers sourced by NYS, should focus on the following areas:

- Motivation;
- Leadership;
- National security;
- Tradition and culture of the people of Sierra Leone;
- Skills acquisition;
- Volunteerism;
- Patriotism and nationalism;
- Red Cross and emergencies;
- Core values and national development.

The orientation course follows enlistment and the pre-orientation workshop.

6.2 Pre-orientation workshop

The pre-orientation workshop is a conference involving the NYS Directorate and collaborating agencies that administer the orientation course. The NYS is tasked with identifying a venue for the orientation. The pre-orientation workshop takes place two weeks before the orientation. The following collaborating agencies and ministries are to be involved in the workshop:

- Army;
- Police;
- Office of National Security;
- The Red Cross;
- Ministry of Health and Sanitation;
- Ministry of Labour and Social Security;
- Ministry of Education, Science and Technology;
- Chamber of Commerce;
- Ministry of Lands, Country Planning and the Environment;
- NYS.

During the workshop, every agency and ministry should be informed of its role and responsibilities. Participants are to be informed of the venue of the orientation and the dates of commencement and closing. The orientation course timetable should be presented to the conference for discussion.

6.3 Roles of Agencies\Ministries during orientation

6.3.1 Army

The role of the army is to train the service members in physical exercise and drills. The army appoints a Commandant who is in-charge of discipline in camp. Apart from the Commandant, the army should send the following soldiers to conduct the training:

- One bugler;
- One RSM (Regimented Sergeant Major);
- One PE Instructor for every 50 service members;
- One Drill instructor for every 50 service members;
- Female soldiers included as much as possible for gender balance.

6.3.2 Police

The police are responsible for internal security and to ensure security at the gates and entrances to the camp. All persons and vehicles coming into the camp are to be thoroughly screened and unauthorized visitors are not allowed into the orientation camp. Visiting hours are to be limited to Sundays from 12:00 p.m. to 6:00 p.m.

6.3.3 Office of national security

The Office of National Security delivers a lecture on national security and provides service members with security tips on how to protect themselves while on national service. The office is expected to assign two officers, one male and one female, for the purpose of the lecture. The assigned officers will serve as undercover and should therefore be of similar age to the service members at the orientation camp. Only the Camp Administrator should be aware of their identity. They will be given uniforms like every other member and live in the same hostel with them. These officers should be reporting the security situation in the camp to the Administrator on a daily basis.

6.3.4 Red Cross Society

The Red Cross Society is to take care of any emergency that may arise during any of the camp activities. Also, it should address the participants on its activities and encourage service members to join the Red Cross. NYS should request the participation of four Red Cross members.

6.3.5 Ministry of Health and Sanitation

The Ministry of Health and Sanitation is to assist the NYS to set up a clinic in the orientation camp. The Ministry is to assign medical personnel (doctor and nurses) to operate the clinic and provide an ambulance to support referrals.

6.3.6 Ministry of Lands, Country Planning and the Environment

The NYS should collaborate with this Ministry for the fumigation of the orientation camp, and the provision of waste bins and their disposal to maintain a clean environment.

6.3.7 Ministry of Labour and Social Security and Ministry of Education Science and Technology

These organizations must provide the NYS with the names of MDAs, school and private sector invitees for the placement of Corpers during the Youth Service internship phase.

6.3.8 Chamber of Commerce, Industry and Agriculture

This ministry will support the implementation of the NYS by providing a list of entrepreneurial firms for entrepreneurship and support with or advocate for funds.

6.3.9 National Youth Service Directorate

It is the duty of the NYS Directorate to:

- a) Plan for and invite people for the conference;
- b) Write to all the agencies ahead of time to request their involvement;
- c) Prepare the budget for the conference;
- d) Select a venue for the orientation course.

6.4 Orientation course

The call-up instrument should be released at least one week prior to the orientation course. By this time, the NYS should have prepared the camp, fumigated it, had the uniforms delivered and the accommodation ready. All course officials should move into the orientation camp a day before the orientation course starts.

6.4.1 Registration

Registration of prospective service members should commence by 7.00 a.m. on the starting date of the orientation. Officers handling this exercise should be courteous and register prospective service members in an efficient manner. Only those who have a call-up instrument, a copy of their degree certificate/statement of result and an identity card should be registered. Those registered should be given a district registration number following the numbering pattern and code decided on by the directorate for each district. The district registration number should be unique to a service member. For example, the district number POR/17/0234 would indicate that the owner of this number is deployed to Port Loko in 2017 and no other service member would have this number. The following codes are recommended for each district:

- Kambia: KAM
- Port Loko: POR
- Bombali: BOM
- Koinadugu: KOI
- Tonkolili: TON
- Bo: BO
- Moyamba: MO
- Pujehun: PU
- Bonthe: BON
- Kenema: KEN
- Kailahun: KAI
- Kono: KON
- Western Urban: WU
- Western Rural: WR

6.4.2 Accommodation, uniforms and identity cards

After registration, the service member should be allocated accommodation, given his or her uniform and be issued an identity card. The service member should change into his or her white Physical Education shorts, plain white vest and white canvas shoes. Wearing of civilian clothes while in camp should not be allowed. No service member is allowed to bring any vehicle to the orientation.

6.4.3 Food arrangements

Food arrangements for service members start with lunch and for camp officials as well. NYS either provides meals for course officials for the day before camp starts and the morning of, or provides them

with money to purchase their own food.

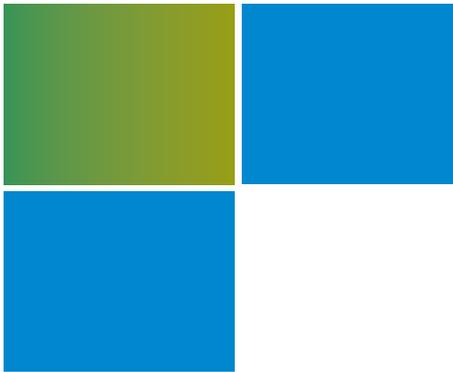
6.4.4 Commencement of camp activities

Camp activities commence with the allocation of service members to platoons. After a period of rest following lunch, all those registered should go to the parade ground and formed into platoons. The last digit of a service member's registration number indicates the platoon to which he or she belongs. For example, a member with BO/17/0235 belongs to platoon five.

The registration process ends on the second day. Meanwhile, rehearsal for the swearing-in ceremony should begin. The swearing-in ceremony takes place on the third day (please see Appendix 1).

The swearing in ceremony is a very important activity in the orientation which marks the formal opening of the orientation course. During the swearing-in ceremony, the service members submit themselves to the NYS Pledge as stated in the NYS Act. The following activities take place during the ceremony:

- a) All service members form up at the parade ground in their ceremonial uniform except the Quarter Guard;
- b) The Quarter Guard in ceremonial uniform is positioned at the gate;
- c) The Presiding Officer or his/her Representative arrives and inspects the Quarter Guard;
- d) The Presiding Officer moves to the parade ground and takes the national salute;
- e) The Overall Parade Commander relaxes the parade;
- f) The Executive Director delivers his or her speech and invites the Chairperson of the Governing Board who after his/her speech invites the Honourable Minister to deliver his or her speech;



- g) The Commissioner of Oaths is invited to administer the oath. The Overall Parade Commander brings everybody to attention and marches out the flag bearers;
- h) The Commissioner of Oaths asks every member to raise their right hand as he or she administers the oath. The flag bearers move to sign the oath forms. Others are collected and sent to his/her office for signature;
- i) The President delivers his/her speech and declares the orientation course open.

With the conclusion of this ceremony, the members are bonafide service members. This is followed by entertainment by the traditional dance troupe from the area where the orientation camp is located. Ideally, the orientation is always hosted in the district where service members have been deployed. However, due to a paucity of funds, the orientation course for now is centralized. It should gradually be decentralized first to the regions and later to the districts.

6.5 Administration of the orientation camp

The orientation is regimented and activities should be conducted according to schedule. Hence the bugler, who blows the bugle each time to alert members to a change of activity. In an effort to give the service members leadership training, they should be involved in the administration of the orientation camp. While some are elected as platoon leaders by members of their platoon, some others are appointed into various committees.

Service members must participate effectively in the administration of the camp. They must cook and serve the meals, they must be involved in environmental sanitation of the camp, planning of football, volleyball, dance and drama competitions, as well as other activities as required.

The administration of the camp is headed by the Camp Administrator. The Camp Commandant, Head of Police and Head of Red Cross all report to the Camp Administrator as shown in Figure 5 below. For the smooth administration of the orientation camp, the following committees have to be constituted:

- a) Food;
- b) Registration;
- c) Accommodations/utilities;
- d) Sanitation;
- e) Sports;
- f) Health;
- g) Lecture;
- h) Social activities;
- i) Publicity;
- j) Discipline

6.5.1 Food committee

This committee will consist of both NYS officials, and male and female service members. The committee is responsible for planning the procurement and preparation of the food. It is more economical to purchase food items direct from the market than award contracts. Members of the corps must participate in cooking, on rotational basis among the platoons.

6.5.2 Registration

The registration committee should be headed by an NYS official in the Office of the Director of Programmes. He/she should be assisted by other officers. The committee is responsible for the registration and posting/placement of the service member.

6.5.3 The accommodations/utilities committee

The Accommodations/ Utilities Committee is in charge of both accommodation of all course officials and utilities such as water and electricity. This committee should be headed by a staff of the NYS but must include some service members. Prior to the commencement of the orientation, the committee should ensure that the camp is properly cleaned, including the following tasks: beds and mattresses put in place, toilets and bathrooms well-maintained, and source of electricity assured including a stand-by generator in case of power outages.

6.5.4 Sanitation Committee

The sanitation committee should comprise of both NYS officials and service members, with one service member drawn from each platoon. The committee is responsible for organizing the cleaning of the camp on a daily basis by a platoon. The sanitation exercise should be conducted on a competitive basis among platoons.

6.5.5 Health committee

The committee should be headed by a staff of NYS but include a doctor, pharmacist and nurse. This committee should work with the doctor and nurse sent by the Ministry of Health and Sanitation. Their duty is to manage the clinic. Service members who have a health or medical background also support the camp clinic by providing clinical services related to their field.

6.5.6 Lecture committee

The lecture committee should be headed by an official of NYS and supported by service members representing their platoons. The committee should prepare the venue of the lecture and the public address system.

6.5.7 Sports committee

The sports committee should be headed by a staff of NYS and supported by a representative of each platoon. It has the responsibility of organizing sports competitions during the orientation. The NYS Directorate should look for sponsors for these competitions.

6.5.8 Social committee

An NYS staff should head the social committee and each platoon is represented by a service member in the committee. It is responsible for organizing a welcome party for the service members and other social activities including dance and drama competitions between platoons.

6.6.9 Publicity committee

The publicity committee will be chaired by the Public Relations Officer supported by service members who have studied mass communication or related

courses. They will be required to pass an audition test.

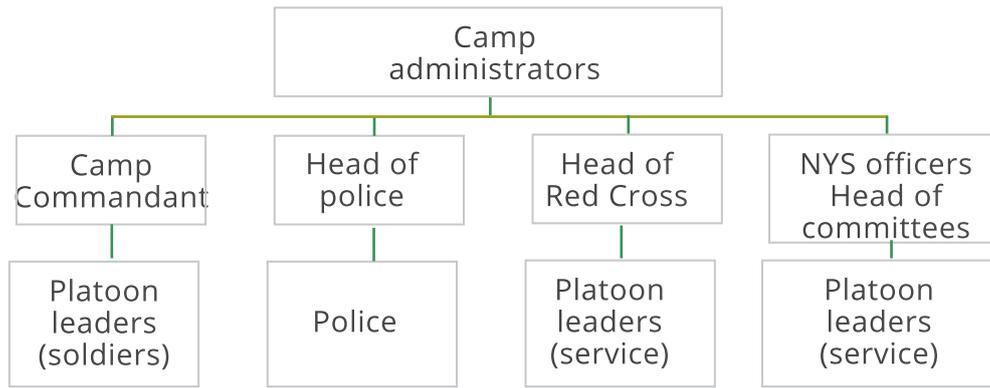
6.5.10 Programme committee

The programme committee should be chaired by an NYS official along with a service member representing a platoon. It is the responsibility of the committee to draw up the daily programme based on the orientation timetable and ensure that all principal course officials receive a copy. Each platoon leader is also given a copy for his or her platoon.

6.5.11 Disciplinary committee

This committee will deal with any cases of misbehaviour by service members during the orientation course. The committee is to be headed by the Camp Administrator, along with the Camp Commandant, Head of Police, two Platoon Leaders and a service member lawyer.

Figure 5: Organizational chart of camp administrators



6.6 Life skills for service members

Life skills are abilities that help a person succeed in their personal, educational, professional and social experiences. The transition of members from adolescence to adulthood is critical as they are being groomed to take positions of responsibility and leadership. It is important they possess basic life skills that will assist them as they move into the world to commence their national service.

Life skills help people navigate effectively through the personal and professional challenges encountered in daily adult life. They include mental, social and emotional abilities. Mental life skills include one's ability to apply reason and logic, make healthy decisions, learn from mistakes and think creatively. Social skills include one's recognition of how he/she comes across to others. Empathy for others and the ability to interact at an age-appropriate level are important. Morality and integrity are also important for relationships in many settings, as trust is a building block in relationships. Social skills are vital for building relationships with others.

Maintaining a balanced life, emotional stability and stress management are core emotional life skills. A healthy emotional balance includes the ability to stay calm under stressful condition, being tactful and using other functional qualities to attain positive results. A person with a high level of life skills tends to have a more even temperament, more positive relationships, better career development and a well-rounded quality life.

Motivation, decision-making, organization, independent living and academic skills are arguably the most important life skills. Living independently and making responsible decisions are key life skills for service members since this would most probably be the first time they would be independent and making decisions that would affect not only them, but many others.

Physical fitness skills are important for the health of service members, hence the daily physical exercises, except on Sundays, throughout the orientation.

In planning and executing the orientation, the NYS has to ensure that life skills, including information on SRH, HIV and GBV prevention, are inculcated in all members; this is why competent lecturers must be selected to deliver and discuss key life skills related topics. Engaging service members in the cooking of food, cleaning their environment and other such activities in a communal fashion with other platoons improves their skills areas as well.

6.7 Skills acquisition training

Self-reliance is one of the objectives of the NYS, and as such skills acquisition should be part of the orientation course content and even during their primary assignment. The NYS has to take the following steps to ensure that the skills acquisition training of the service members is successful:

- a) Identify skills trainers to be invited to the orientation camp;
- b) Engage partners who will assist in offsetting the cost of training;

d) Approach the building of skills acquisition centers as a long-term project. Critical skills to be considered at least at the regional level include among others:

- Farming/agriculture;
- Fisheries;
- Baking;
- Fashion design;
- Bead making;
- Information and Communications Technology (ICT);
- Phone repair;
- Event management;
- Breeding pigs;
- Furniture making;
- Vehicle repair and maintenance;
- Hairdressing;
- Barbering;
- Dry cleaning;
- Catering;
- Shoe making;
- Ice block making;
- Printing;
- Block molding;
- Tourism development;
- Shoe and leather work.

The last day for skills acquisition on the orientation timetable should be used for an exhibition of the members' products. Guests, including prominent officials such as the Minister of Youth Affairs, should be invited, and the occasion given wide publicity. Skills acquisition training continues after the orientation in service members' places of primary assignment.

6.8 Release of posting/placement letters

Service members should be posted a week before the closing of the orientation course, taking into account the following:

- a) Section 34 of the NYS Act;
- b) Requests submitted by the Ministry of Labour and Social Security in line with Section 39 of the Act;
- c) The Ministry of Education, Science and Technology's list of requests from schools;
- d) List of requests from Sierra Leone's Chamber of Commerce, Industry and Agriculture

Posting/placement letters should be released immediately after the closing parade. During the orientation, NYS should inform employers that they should collect the letters on the day of the closing ceremony.



6.9 Monitoring and evaluation of the orientation course

M&E involves the process of data collection for the assessment of the success of any programme or project. The activities of NYS need to be constantly monitored and evaluated to ensure that:

- a) Its objectives are being achieved;
- b) Its vision and mission are still in tune with current realities;
- c) Empirical data is available to justify any claim of successes/achievements;
- d) Outcomes of the M&E, including lessons learnt are fed back and used for planning of future orientation courses.

Officers from the Research, Monitoring and Evaluation unit should develop monitoring tools that would be administered to three categories of persons:

- 1) Service members;
- 2) Officials from collaborating agencies;
- 3) Officials of NYS resident on camp.

The monitoring tool should assess:

- a) How service members assessed the enlistment process;
- b) How they received enlistment information;
- c) How they assessed registration at the orientation.



CHAPTER 7

7.1 Primary assignments

The primary assignment is the first post a service member takes up. Service members are posted to work with employers who have indicated interest in having such graduates work for them. The service members should be posted in accordance with the NYS Act. The primary assignment will give service members the opportunity to gain valuable work experience that will make them productive members of the society after they leave the NYS.

Service members are placed in organizations to work and are expected to perform the duties assigned to them by their employers and also practice those values taught during the orientation.

Since this is the first time the service members will be working in any organization after graduation, employers should conduct an induction training where they are given a schedule of duties before they commence work. They should emphasize the need to be punctual, dedicated, hard-working, responsible, honest and loyal.

These values must form the basis for assessing the member by his/her employer. The member's performance must be confirmed as satisfactory every month to qualify for payment of the monthly allowance. No member should leave his/her place of primary assignment without the recommendation of the employer and the approval of the NYS.

Members posted to any organization should be treated on par with the other employees. For example, if an organization has transportation for its employees, service members working there should enjoy the same privilege. If the service member is performing below the employer's expectation, the employer has an obligation to mentor the employee and encourage on-the-job learning. The

employer should recognize this as part of his or her contribution to the development of the nation.

7.2 Community development service

CDS is an integral and compulsory part of the NYS. It is a marriage of understanding between the service members and the communities where they serve to bring about the socio-economic advancement of the people. CDS enables service members to work on projects that will meet the needs of the communities where they are carrying out their primary assignment, and is intended to achieve the following objectives:

- a) Instill in the service members the tradition of selfless service to humanity;
- b) Use the youth to mobilize rural communities to embark on self-help projects;
- c) Harness the potential and talents of service members to develop rural communities and the nation at large;
- d) Develop the tradition of dignity in labour in the service members;
- e) Create a platform for an interaction between service members and members of the community for better understanding of their traditions and customs;
- f) Create opportunities for the growth of the spirit of volunteerism.

The service member, the community or the employer of the service member identifies the project according to the needs of the community. The NYS is informed, approval is given and the beneficiary community or local government finances the project. The community should own the project to the extent that after the service member passes out from service the community will see the project as theirs and continue to support it where possible. CDS runs concurrently with the primary assignment and service members should choose a day between Monday and Friday to carry out their CDS.

The GoSL can also employ service members to carry out national assignments like the census, election work and the campaign against HIV, among others. Members can embark on individual or group CDS. CDS projects include:

- a) HIV/AIDS advocacy, prevention of GBV, teenage pregnancy and child marriage campaigns;
- b) Adult literacy;
- c) Tree planting campaign;
- d) Sanitation campaign;
- e) Legal aid;
- f) Volunteerism;
- g) Skills acquisition training;
- h) Construction of culverts, bridges, classroom blocks, toilets, boreholes, etc.
- i) Polio eradication campaign.

During the orientation, the NYS Directorate should take time to educate service members on the meaning and importance of CDS and how to go about it. It is critical that the importance of the roles of the local governments and the chiefs are emphasized since they are the ones to mobilize community members. Steps to be taken for the execution of CDS projects are as follows:

- a) Interaction between service members and community stakeholders to identify the felt needs of the community;
- b) Identify the sources of funds and relevant linkages for the project;
- c) Preparation of execution plan and time frame;
- d) Supervision by NYS Directorate.

Funding of CDS projects should be through:

- a) Community;
- b) Government or its agencies;
- c) Corporate organizations;
- d) NGOs;
- e) Philanthropists.

It is important to note that funding by service members is not allowed.

7.3 Post-orientation skills acquisition

As earlier mentioned in chapter 5, skills acquisition training starts during orientation and continues into service members' primary assignments.

The NYS Directorate identifies centres where trainings will continue, and partners with the following organizations to provide support (both technical and financial) in the skills acquisition process and other activities:

- a) UNDP
- b) UNFPA
- c) UNV
- d) UNITAR
- e) ILO
- f) VSO
- g) BARE-FOOT WOMEN
- h) TONY ELUMELU FOUNDATION
- i) UBA
- j) ZENITH BANK
- k) GT BANK
- l) AIRTEL
- m) AFRICELL
- n) CORPORATE AFFAIRS COMMISSION
- o) SMALL AND MEDIUM ENTERPRISE AUTHORITY
- p) MINISTRY IN CHARGE OF COOPERATIVE SOCIETIES
- q) FAO

Service members who have indicated interest in becoming entrepreneurs should be guided properly in preparing good and bankable business plans. Their NYS Certificate of National Service should stand as collateral, which will not be issued to them until after repayment of the loan.

For those who are not interested in being entrepreneurs, the Directorate should organize trainings with professional bodies that can teach service members how to:

- a) write a good curriculum vitae (CV);
- b) Prepare for a job interview.

A website with the data of all those who passed through the NYS should be created where employers could search for qualified candidates of their choice.



7.4 Service members' welfare

The welfare of service members as they carry out their national assignment is important especially since, as the Act states, no member shall be deployed to his/her district of origin. Members of the service should be entitled to free medical treatment in all GoSL hospitals and health centres. Employers should provide the following to the service member:

- a) Transportation from the orientation to place of primary assignment;
- b) Accommodation;
- c) Transport to and from work.

The NYS Directorate is to provide the following to the service member:

- a) Monthly allowance;
- b) Transport allowance for the orientation camp;
- c) NYS uniform.

In the event of death, it is the responsibility of NYS to:

- a) Embalm the body;
- b) Convey the corpse to the burial venue in accordance with the wishes of the next of kin;
- c) Carry out an autopsy (except if the next of kin objects in writing);
- d) Dress the corpse in NYS uniform;
- e) Cover the coffin in the NYS flag;
- f) Have service members in attendance;
- g) Provide death benefit to the next of kin.

7.5 Security for service members

Security agencies should provide maximum security to service members and the phone numbers of security agents should be made available to service members and Chiefs.

7.6 Monitoring and evaluation of the primary assignment and community development

M&E of the primary assignment and CDS embarked upon by service members, and the skills acquisition training received by the service members, is very important in assessing the performance of the NYS. Consequently, the Research, Monitoring and Evaluation (RME) Department of NYS has to develop monitoring tools that will be used to get the key performance indicators of the organization.

Every month, the NYS officer from the district office should visit the service member and employer to monitor the following:

- a) The performance of service members on the job;
- b) The level of responsibility of the employer to the service member;
- c) Level of interaction between the service member and members of the community where the service member lives;
- d) The welfare of the member;
- e) The community development project the service member is working on;
- f) The involvement of the community in the CDS;
- g) The skills the member is learning, and challenges if any.

CHAPTER 8

8.1 Exiting the national youth service

A service member who has been enlisted into the NYS has a period of one year from the date specified in the call-up instrument to complete his/her service in line with Section 26 of the NYS Act. Two weeks before service members complete their service, the NYS should take the following actions:

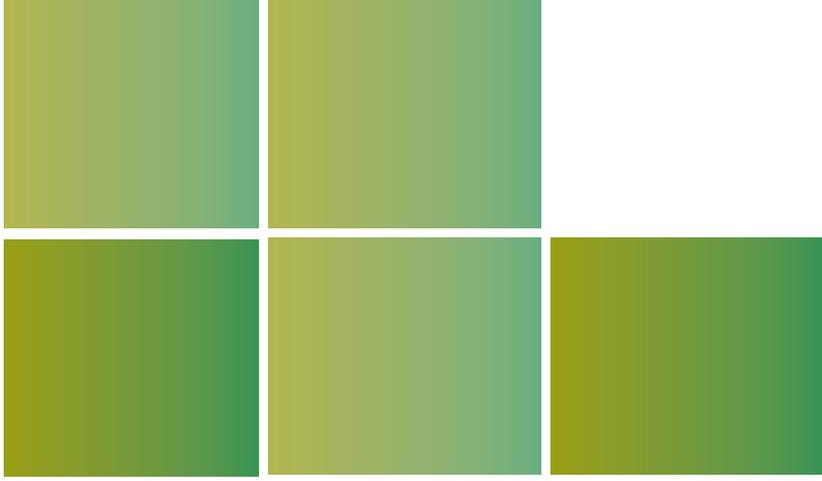
- a) Administer questionnaires prepared by RME Department to service members to evaluate:
 - Service by NYS Directorate;
 - Welfare provided by their employers;
 - Relationship with communities;
 - Primary assignment;
 - CDS;
 - Skills acquisition training;
 - Passing-out arrangements.
- b) Administer questionnaires to employers to appraise:
 - Situation before and after the service members joined them;
 - Performance of service members on the job;
 - Character and behaviour of the service members.
- c) Administer questionnaires to the Chiefs to appraise:
 - Performance of service members in their communities;
 - Performance of service members in community development projects;
 - NYS before and after the service members joined.

The service members meet with NYS officials in their various districts to share their entire experience, from the selection process to the end of service, and to give suggestions. The officials summarize these observations and forward them to the RME

Department. The RME Department should do a full analysis of this information to produce empirical data that will inform management's future decisions. A graduation ceremony is organized for the various skills acquisition groups. Some are formed into cooperative societies for the purpose of going into ventures that will employ them and create jobs for other youth. It is at this graduation that service members who are interested in loans are issued cheques by financial institutions, the Small and Medium Enterprise Authority or development partners collaborating with the NYS on skills acquisition. Certificates of National Service belonging to these categories of service members are withheld by NYS before the passing out ceremony and after members collect their cheques, to serve as collateral. The NYS must have discussed with the financial institutions the interest rate, which should be under 10 per cent. It should demand a moratorium period. NYS will release the certificate only on the authority of the financial institution.

The passing out parade rehearsal prepares members for the passing-out ceremony during which awards are presented to members with outstanding performance during the service year. For a member to qualify for an award, he/she must have distinguished himself/herself during orientation, primary assignment, CDS and the closing ceremony. The District Advisory Committee approves the names of those qualified for the award.

NYS is responsible for ensuring that all members who qualified to collect their certificates of National Service are paid their allowance and their certificates are ready at least two weeks before the passing out programme. The certificate should bear the NYS symbol, have serial numbers and record the member's information accurately. The certificate should be digitized as quickly as possible to prevent forgeries. If digitized, people can verify any NYS certificate online upon payment of a fee.



The passing out parade is the last event which marks the end of the service year and should be attended by the President, selected members of parliament, ministers, donors development partners and others. For the parade, it is advisable to use service members who are based in Freetown for logistical reasons. The

programme begins with the Presiding Officer for the ceremony arriving and inspecting the Quarter Guard at the gate of the venue, usually the stadium. He moves from there to the parade ground. He inspects the parade and members then march in slow and quick march, proceeding in the order that they are being reviewed. Farewell speeches follow, and then the award winners are honoured. The parade is marched off and the Presiding Officer departs. Certificates of National Service are now distributed to the members. A proper record of those who collected NYS certificates (both National Service and Exemption) or letters of deferment must be kept on file. who qualified to collect their certificates of National Service are paid their allowance and their certificates are ready at least two weeks before the passing out programme. The certificate should bear the NYS symbol, have serial numbers and record the member's information accurately. The certificate should be digitized as quickly as possible to prevent forgeries. If digitized, people can verify any NYS certificate online upon payment of a fee.



CHAPTER 9

9.1 Partnerships and linkages

A partnership is the relationship between parties, individuals or organizations for the purpose of cooperation and mutual interest. The interest could be to advance a cause or for business. Linkages are a group of bodies connected to manage a common purpose. Linkages can be through formal or informal building networks that will be beneficial to all involved. When organizations establish formal linkages, or go into partnership, a Memorandum of Understanding is written, stating the roles of each party in such a relationship.

The NYS has many interests, which require partners and linkages in order to achieve its objectives. NYS management should work with a wide range of partners as well as establish linkages that will help it succeed in all its activities, especially in the area of CDS in rural areas.

Partnerships are key for NYS to achieve its mandate. Through partnerships and linkages, NYS can leverage resources, expertise and competencies to promote its ideals, increase its visibility and the impact of its actions, and make sustainable changes in the socio-economic development of Sierra Leone.

NYS should leverage those areas where its partners have comparative advantages. Therefore, it should look for persons or organizations who could:

- a. Assist NYS in executing its programmes;
- b. Contribute financially to assist the scheme;
- c. Assist in the skills acquisition programme;
- d. Provide technical support to establish the business ventures of the NYS;
- e. Have a need for service members, especially for community development projects for rural communities.

NYS management should go into partnership and have linkages with various groups, including NGOs, media organizations, philanthropists, foundations, Goodwill Ambassadors, town unions, youth clubs/organizations, religious organizations, corporate organizations, government organizations international development agencies and women-led organizations and businesses.

The skills acquisition, orientation course and CDS programmes of the NYS need effective partnerships and linkages to be successful. The business ventures of NYS graduates cannot survive if the management of the scheme does not have linkages to the respective business ventures it wants to embark upon.

CHAPTER 10

The NYS is a capital-intensive programme involving a substantial amount of money that would be required for the success of its programmes. In anticipation of this, Section 40 of the NYS Act states that MDAs – as well as private sector institutions, NGOs and civil society organizations – shall factor into their budget allocations to support the service scheme.

10.1 Funding of the NYS

The NYS Act goes further in Section 23 to fund the scheme. The scheme can also be funded through research grants, gifts or donations from any person or authority. The managers of the scheme must be transparent in the use of available resources. It is recommended that the NYS goes into business ventures in the follow areas to generate funds:

- a) Farm settlement: The NYS should pursue food production in different areas of agriculture (including poultry, fishery, vegetable production, cassava production and processing);
- b) Afforestation: NYS should explore opportunities for tree planting using trees, which have good income generating value;
- c) Water bottling factories: There is money in the production and sale of bottled water;
- d) Bread factories: NYS should go into the production of bread, which is a widely consumed item;
- e) Garment factories: This will reduce the amount NYS would spend on the procurement of uniforms;
- f) Schooling: NYS should also consider establishing a nursery primary school and, later, a secondary school.
- g) Computer business centres: This should be done with the assistance of ICT companies especially during the orientation course.

For the NYS to pursue these ventures, it must register with the Corporate Affairs Commission as NYS Holdings. This will allow business entities to confidently enter into business with the NYS.

10.2 Public-Private Partnerships

The NYS Act asks the private sector to factor in allocations for the NYS into their annual budget. It is likely that many companies would like to partner with the NYS because of its young service members. The NYS should especially target telecommunications companies and banks for partnerships.

10.3 Development partners

There are development partners who will find the NYS a suitable vehicle to carry out their own mandates and would like to partner with it. The NYS should open its doors to these partners who may not give it hard cash but would be ready to finance NYS skills acquisition training programmes or CDS projects. Examples of CDS projects which can be supported by development partners include: providing information on sexually transmitted infections, advocacy for girl child education, Ebola and other disease outbreak prevention campaigns and polio-prevention campaigns.

10.4 Establishment of an NYS alumni association

Just like universities, the NYS should establish an Alumni Association for those who have passed through the NYS. Alumni may be willing to donate substantial resources and help fund mobilization for the NYS.

10.5 Establishment of an NYS fund

The establishment of an NYS fund through legislation is recommended, where every company or person doing business with the GoSL must contribute to the NYS as a pre-requisite. The establishment of the NYS is a great achievement for the GoSL as it is an investment in its youth. The GoSL should therefore consider it a top priority when funding its projects/programmes. Investing in today's youth is an investment in the future of Sierra Leone.

CHAPTER 11

Monitoring and evaluation

M&E is a process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impact. It is mainly used to assess the performance of projects, institutions and programmes set up by governments, international organizations and NGO. It establishes links between past, present and future actions.

The credibility of any findings and assessment depends largely on the manner in which M&E is conducted. To assess performance, it is necessary to select, before the implementation of the project, the indicators which will permit the organization to rate the targeted outputs and outcomes.

11.1 Monitoring

Monitoring is a continuous assessment that aims at providing all stakeholders with early detailed information on the progress or delay of the ongoing assessed activities. It is an oversight of the activity's implementation stage. Its purpose is to determine if the outputs; deliverables and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible.

The NYS Directorate will develop monitoring tools that will be used to assess the engagement of prospective service members with the NYS Directorate. Among other areas, the tools will cover the following questions: Was it conducted under a conducive environment? Was the process of enlistment clear? Was the notice for the engagement properly conveyed and through which method?

11.2 Evaluation

An evaluation is a systematic and objective

examination of the relevance, effectiveness, efficiency and impact of activities towards achieving specified objectives. It is thus very important that the NYS establishes an efficient and effective M&E system that will facilitate tracking the effectiveness, efficiency, impact and continued relevance of the organization. As a new project, the managers of the scheme must strive hard to achieve the objectives for which it was established and keep the vision and mission intact.

Most importantly, the NYS Directorate must design effective tools for the monitoring, which has to be conducted every quarter. The monitoring should centre on the performance or the role of all stakeholders in the success of the NYS in Sierra Leone.

Each activity of the NYS should be properly monitored and evaluated. The result of such evaluation should be made public especially when the Directorate is in discussions with development partners and the private sector. The quarterly reports mentioned in Section 36 of the NYS Act should be also used to evaluate the service members.

M&E of NYS activities should be handled by dedicated and honest officers at the Directorate, Regional and District offices. They should be given adequate tools to carry out their task effectively.

The monitoring tool to be designed by the Department of RME should be able to answer the following questions relating to the various segments of the NYS:

11.2.1 Recruitment process

- How many male/female university graduates were recruited into the service out of a number submitted by the degree producing universities and colleges?



- How many males/females are there from each of the 14 districts in Sierra Leone?
- How many males/females are there from each of the regions in Sierra Leone?
- How many male/female graduates were exempted as a result of age, medical or their course of study not being a national priority?
- How many male/female graduates deferred their national service?

11.2.2 Orientation course

- How many male/female prospective service members recruited, reported for the orientation course with details of areas of specialization, district and region of origin, and institution of graduation?
- What is the assessment for the process of registration at the orientation camp by the service members?
- What is the assessment by service members of the quality and sizes of uniform issued to them at the orientation camp?
- How many of the service members fell ill during the orientation course?
- What was the predominant ailment at the orientation camp, cause of the ailment and was there referral out of the camp clinic?
- What is the quality and quantity of food served during the orientation course?
- What is the source of water and electricity during the orientation course?
- How habitable is the accommodation and was the environment cleared or overgrown?
- What is the assessment of the toilet/ bathroom facilities in the orientation camp?
- Are the service members involved in the sanitation of both the hostel and the environment?
- What is the assessment of meditation, drills, lectures, physical training, games/ sports and social activities by service members?
- Were the service members paid their allowances when due?
- What is the assessment of skill acquisition training given to service members at the orientation camp?

11.2.3 Posting to places of primary assignment

- How many of the recruited graduates, males/females were posted to each of the 14 districts, regions and the different sectors of the economy (for example, education, health and engineering/construction, etc.)?
- Were service members picked up from the orientation camp by their employers?
- Were service members given accommodation in their places of primary assignment by their employers?
- With the posting of service members in an organization, has there been any level of improvement in the organizational outcome?
- Is the number of service members posted to the organization/institution sufficient?
- What is the assessment of the performance of a service member in his place of primary assignment by his/her employer?
- Apart from accommodation, was there any other welfare package given to the service member by his/her employer?
- How receptive to the service member was the community where he/she was posted for primary assignment?
- Was the service member ever sick during the period of the primary assignment?
- If yes to the above question, where did the service member go for medical attention/care?
- Was the service member given proper medical attention/care?

11.2.4 Community development service

- What is the assessment of the service member by the local chief, was the service member interacting properly with the community?
- What has been the level of communication of the service member with the community after six months of his/her posting?
- Is there any CDS project for the service member in his/her community?
- What is the level of participation of the community in the execution of the project?
- Who is financing the project and what is the estimated cost?
- Were there any needs assessment before the commencement of the project?

11.2.5 End of service year

- What is the assessment of the NYS programme by the service member?
- What skill did the service member acquire during the service year?
- Having acquired a skill during the service year, will the service member accept a loan to be self-employed?
- Is this the service member's first time ever, living in this community?
- Having lived in the community where the service member performed his or her primary assignment, would he or she like to continue staying in the community?
- Did the service member get married during the service year?
- Is the service member's spouse from the community of primary assignment?
- Has the service member's coming to the community changed his/her perception about volunteerism and commitment to service to the nation?

After analysing the above questionnaire and others, the department of RME should be in the position to evaluate the impact of the NYS programme and come out with the level of success achieved in the implementation of the programme. This will also assist the management of the NYS in effectively planning of all its programs.

There should be peer review mechanisms among service members who served in different sectors to be able to evaluate which sector service members have a higher propensity to perform better. These mechanisms should also be used among service members who serve in different Districts/Regions to know which area is more receptive of the NYS programme.

It is also advisable to follow up on service members periodically (after one year, up to five years) after they complete the programme to determine their level of success.

CHAPTER 12

Challenges, best practices and recommendations

The review of experiences from other countries implementing similar schemes have revealed certain challenges, mainly around finance, operations and the level of cooperation received from the stakeholders that need to be addressed for the scheme to be effective and sustainable. These are discussed below.

12.1 Challenges

These challenges were mostly identified from the experience in Nigeria⁹ whose NYS Act is similar to that of Sierra Leone. These included the following:

- a) The operation of Nigeria's National Youth Service Corps (NYSC) was not computerized at the inception leading to loss of data about past participants, fraudulent practices, especially in the mobilization process and accurate statistics about participants from the outset;
- b) Since the NYSC is compulsory, the number of participants grew with the population of the country with the result that in 2016 the scheme had over 350,000 corps members;
- c) External influence in the deployment of corps members resulted in a heavy concentration in urban areas, depriving rural areas where the services of the corps members are mostly needed;
- d) There was insufficient staff training provided for them to drive the vision of the scheme;
- e) The scheme relies completely on the Government for funding;
- f) Some states and local governments are not playing their expected roles as enshrined in the NYSC Act;
- g) Some employers, especially in the cities, are not providing accommodation to corps members posted to them;
- h) There is inadequate publicity of the activities of

- the NYSC and the roles assigned to states, local governments and others in the NYSC Act;
- i) There is inadequate start-up capital for corps members who have embraced entrepreneurship;
 - j) There is a fear for one's physical safety; top priority when funding its projects/programmes. Investing in today's youth is an investment in the future of Sierra Leone.
 - k) There are not enough funds to carry out regular inspection/monitoring of corps members

12.2 Best practices

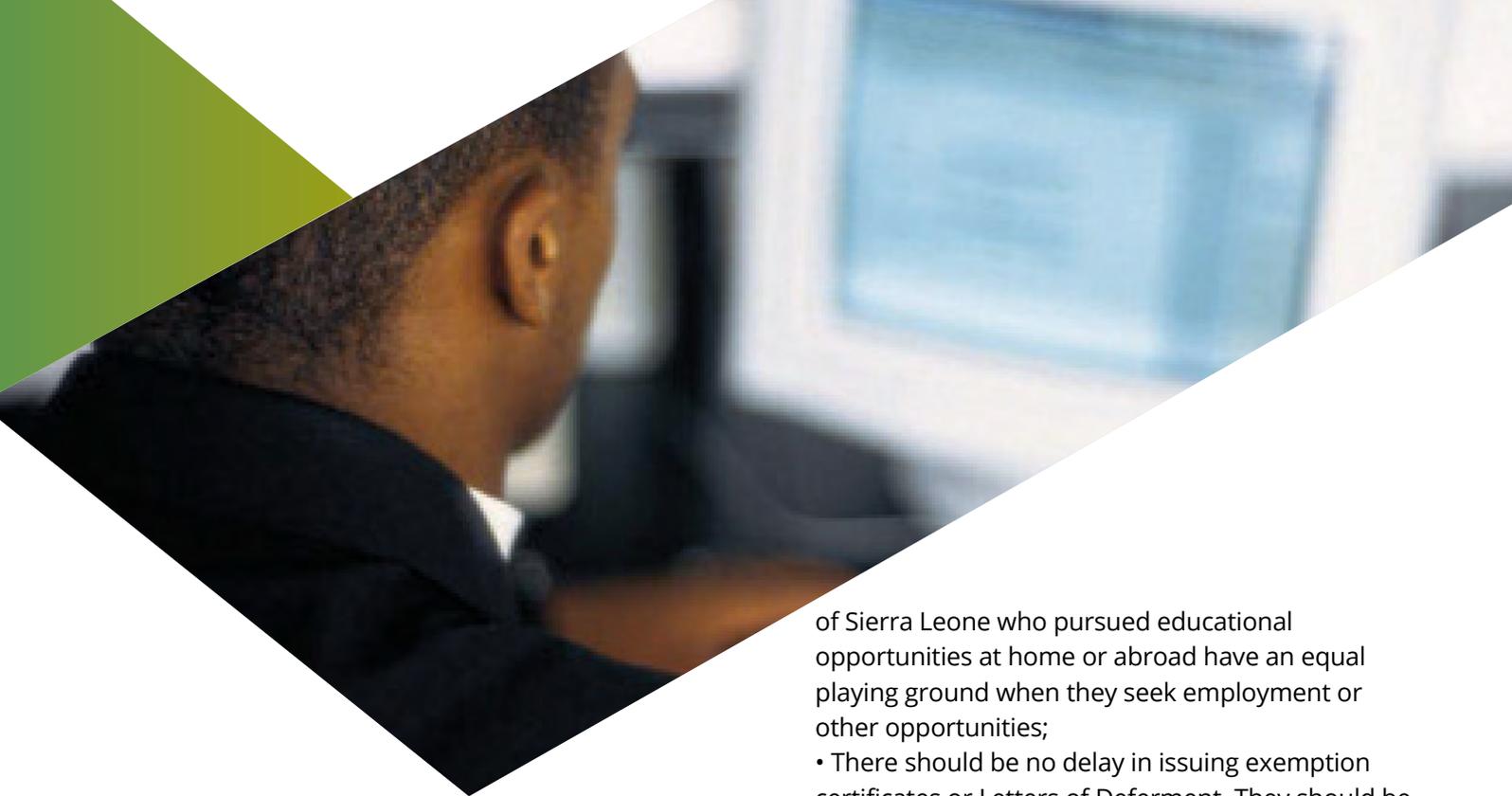
The following were identified as best practices based on the experience of the NYS in other countries.

- a. Digitalization of the operations of the scheme including finance;
- b. Introduction of biometric attendance for monthly clearance;
- c. Introduction of Skills Acquisition Training for the corps members after service;
- d. Robust collaboration with development partners, which results in great support for skills acquisition and CDS programmes/projects;
- e. Establishment of distress call centres at the headquarter and in the states;
- f. Establishment of revenue yielding ventures;
- g. Constant engagement with stakeholders;
- h. Robust partnerships and linkages, to assist in executing NYSC programmes.

12.3 Recommendations

The recommendations that follow are based on a careful study of the NYS Act, and from similar experiences with almost the same legal framework in other countries.

⁹ NYSC Lagos State 2009 Batch A Service Guide/Newsletter.



12.3.1 Organizational structure

- NYS is an autonomous entity established by law. It should operate as such, including having its autonomous account, separate from that of the Ministry of Youth Affairs, for efficiency and quick service delivery;
- The NYS Act has determined the organizational structure of the NYS scheme with an Executive Director (ED), a Deputy Executive Director (DED) and four Directors to man the four departments mentioned in Section 20 of the Act. While the ED and the DED have been appointed, there should be no further delay in the appointment of the Directors, at least on referral from the public service;
- Appointments pending include an Internal Auditor, Legal Adviser and Public Relation Officer, at least on referral from the Auditor General's Office, Ministry of Justice and the Ministry of Information and Communication respectively.

12.3.2 Enlistment and selection

- Only graduates of colleges and universities who obtained degrees are qualified to be enlisted;
- Only those who graduated with effect from 2 February 2016 when the law was enacted are qualified for enlistment, exemption or deferment;
- The NYS Directorate should designate a medical doctor or doctors who can recommend a graduate for exemption/deferment on medical grounds to avoid abuse of this option;
- The Act should be reviewed so that citizens

of Sierra Leone who pursued educational opportunities at home or abroad have an equal playing ground when they seek employment or other opportunities;

- There should be no delay in issuing exemption certificates or Letters of Deferment. They should be issued alongside the call-up letters;
- The process needs to be digitalized for effective data collection and retrieval;
- The enlistment forms should be online so that Sierra Leonean graduates outside the country can easily have access;
- The enlistment process should be transparent and credible to remove any doubts that the public may have about it;
- The selection of prospective participants must likewise be transparent and credible;
- Selection must be devoid of ethnic or political bias;
- Efforts should be made to ensure equal distribution on the basis of gender and geographical location;
- Pregnant women could have their service deferred (strictly on medical grounds) because of the strenuous nature of the orientation;
- There should be effective communication with members of the public on what the NYS is doing;
- Effective collaboration is needed with all degree-awarding colleges and universities, the Tertiary Education Commission and the Ministry of Education;
- The NYS Directorate should organize a Pre-orientation (Pre-commencement) Workshop for all collaborating institutions and Agencies;
- All prospective members who desire to defer their national service or be exempted on medical grounds or who have been members of the armed forces/police force should provide the necessary evidence.

12.3.3 Deployment

- The selection of prospective participants must be transparent and credible;
- Selection must be devoid of ethnic or political bias as this will erode the confidence of the public on the programme;
- It is the responsibility of the NYS Directorate to assign institutional codes to each college or university producing graduates;
- As far as possible, ensure equal distribution based on gender and the various districts;
- Ensure effective communication with members of the public on all processes and outcomes;
- At the end of the selection process, those selected should be deployed in compliance with Section 35 of the NYS Act: No service corps shall be deployed in his or her own region or district of origin.

12.3.4 Orientation

- Before any orientation, the pre-orientation workshop should take place;
- The NYS Directorate must collaborate with the army, police, Office of National Security, Ministries of Health and Sanitation, Education, Science and Technology, Labour and Social Security and Information and Communication;
- For funding reasons, the first orientation can take place in one camp. However, arrangements should be made to move the orientation to the regions and subsequently to the districts;
- Again, for financial reasons, the enlisted prospective member should purchase their own uniforms (two pairs of white shorts (knee length), two white t-shirts, two pairs of stockings, and a pair of canvas shoes) and bring them to the orientation. This should be indicated in the call-up instrument;
- The members of the corps and camp officials are to reside in the orientation throughout the duration of the course (three weeks). Camp officials must move into camp a day before the arrival of members;
- Both the members and the camp officials should be supplied with all meals throughout the period of the orientation;
- The NYS Directorate should clearly stipulate the penalties associated with the code of conduct enumerated in the fourth schedule of the NYS Act;

- The NYS Governing Board should recommend to the Honourable Minister for Youth Affairs penalties that the infringement of the NYS code of conduct in the fourth schedule of the NYS Act will attract;
- There should be a National Health Insurance for all service members;
- The enlistment form should be online to be easily accessible to every graduate of Sierra Leone no matter where the person is located.

12.3.5 Primary assignment

- All employers of service members should provide accommodation for service members posted to their establishment as part of their contribution to the success of the scheme;
- Communities should provide accommodation for service members posted to them;
- Employers should arrange to pick up service members at the end of orientation course.

12.3.6 Community development services

- The community should assist service members identify projects in their areas of needs;
- Districts should assist in community development.

12.3.7 Skills acquisition

- Development partners should assist NYS in getting trainers;
- The NYS Directorate should collaborate with the Small and Medium Enterprise Authority and financial institutions to give loans to service members who have chosen and learnt a skill and want to be entrepreneurs. The loan should be given at a single digit interest (i.e. <10%) and one-year moratorium. The certificate of National Service should be used as the collateral;
- NYS should partner with microfinance institutions to empower their service members through loans, teaching entrepreneurial skills, and other ways;
- Certificates of National Youth should be used as collateral for micro-finance institutions.

12.3.8 Funding

Apart from budgets by Government, the private sector, civil society organizations and development partners should assist the NYS in raising funds e.g. by establishing business ventures to run the scheme.

12.3.9 General

- The NYS Directorate could, through diplomatic channels, request for at least four senior officers from a country implementing similar youth service schemes to provide a one-year practical training to the staff of NYS Sierra Leone;
- After the first three years of NYS, there should be an evaluation of the impact of the scheme.
- Since the NYS Sierra Leone is a compulsory service, the GoSL, through the NYS Directorate, should be ready to enlist all degree graduates except those exempted in accordance with Section 28 of the NYS Act;
- Since the NYS has the support of the GoSL, it should ensure that the first batch of service members commences its orientation at the latest by August/September 2018.

Appendices

Appendix 1: Curriculum for NYS

Orientation course

A curriculum is a planned sequence of learning experiences. The curriculum for the NYS is principally for the orientation course and the skills acquisition.

Orientation

Day 1 and 2

- Registration and formation of platoons. Meditation, drill and swearing-in rehearsal

Day 3

- Meditation, physical training, and swearing-in rehearsal
- Service Members in ceremonial dress at the parade ground
- The Presiding Officer presides over the swearing-in ceremony. Commissioner of Oaths administers the NYS pledge.
- Traditional dance performance immediately after the swearing-in ceremony by the host community
- Welcome party after dinner

Day 4 Onwards

Activities start 5.40 a.m. and end 10.30 p.m.

- Meditation, national anthem/national pledge
- Physical training
- Drills
- Breakfast
- Lectures
- Lunch
- Games and sports
- Dinner
- Social activities

Meditation

Daily except on Sundays as reflected in the timetable.

Messages conveyed:

- Nationalism;
- Patriotism;
- Honesty;
- Perseverance;
- Tolerance;
- Discipline;
- Hard work;
- Responsibility;
- Selfless service;
- Team work;
- Sacrifice;
- Endurance;
- Esprit de corps;
- Transparency.

Lecture

Lectures on topical issues are delivered as indicated in the timetable:

- National security: security tips to service members on personal safety;
- Motivational lecture during first skills acquisition lecture;
- Leadership and nation building;
- Tradition and culture of the people of Sierra Leone;
- HIV/AIDS: Its effect on national development;
- Adolescent sexual reproductive health, teenage pregnancy, child marriage and gender-based violence prevention;

- Red Cross and emergencies;
- NYS activities;
- Sourcing funds as an entrepreneur;
- Skills acquisition in the following areas:
 - Farming/agriculture;
 - Fisheries;
 - Breeding pigs;
 - Food processing;
 - Animal husbandry;
 - Vegetable gardening;
 - Photography;
 - Fashion design;
 - Hair dressing;
 - Barbering;
 - Event management;
 - Catering;
 - Furniture making;
 - Baking;
 - Bottling water;
 - Block making;
 - Solar energy development;
 - ICT;
 - Bead making;
 - Tourism development.

Games and sports

Games and sports are essential for the development of the nation. This would be done on a competitive basis among the platoons in the following:

- Football;
- Volleyball;
- Table tennis;
- Scrabble;
- Ludo;
- Chess.

Social activities

- Dance (traditional dances);
- Talent hunt;
- Drama;
- Miss NYS competition;
- Mr. Macho competition.

Drills

- Attention;
- At ease;
- Right turn;
- Left turn;
- About turn;
- Slow march;
- Quick march;
- General salute;
- National salute;
- Three hearty cheers;
- Overall Parade Commander's Roll-on Parade;
- Colour party: the carrying of the national and NYS flags on parade;
- Flag bearer marching out with a big national flag for the swearing-in ceremony;
- Military band to support during rehearsal, swearing-in ceremony, endurance trek and passing out parade.

Physical training

- Aerobic exercises;
- Obstacle crossing.

Endurance trek

A 10 km trek takes place the last Saturday of the orientation course. The service members should have breakfast, preferably a light meal of tea and bread, and should leave camp by 7 a.m. so that they will be back to camp before it gets too hot. A Red Cross team and the Medical Group will be at the ready with an ambulance.

Appendix 2: Orientation course timetable

Week 1

DURATION (MINS)	10	20	20	65	85	50	55	55	55	55	115	55	55	30	115	120
TIME	05:30 05:40	05:40 06:00	06:00 06:20	06:20 07:25	07:30 08:55	09:00 09:55	10:00 10:55	11:00 11:50	12:00 12:55	13:00 13:55	14:00 15:55	16:00 16:55	17:00 17:55	18:00 18:30	18:30 20:25	20:30 22:30
TUESDAY	Registration/distribution of kit (Uniform)					Registration/distribution of kit (Uniform)						Formation of platoon				Film on national-ism
WEDNESDAY	Reveille /Wake- up call	National anthem and meditation	Physical training/drills		Bath and Breakfast	Registration/drills					Lunch and siesta	Executive Directors Address/Swearing-in ceremony				Film on national-ism
THURSDAY			Physical training/drills			Swearing-in ceremony			Cultural display by host community						Welcome party	
FRIDAY			Taking attendance of corp members	Physical training/drills		Traditional lecture	Patriotism and nation building	Volunteerism	Ant	Jumat		Drills	Sports/ Games		Dinner	Social Activities
SATHURDAY				Environmental sanitation					Visiting time	Sports/ Games						
SUNDAY		Personal ministration				Religious activities						Drills	Sports/ Games			
MONDAY		National anthem / meditation				Security Lecture	Motivational Lecture	Skills Acquisition								

Week 2

DURATION (MINS)	10	20	20	65	85	50	55	55	55	55	115	55	55	30	115	120	
TIME	05:30 05:40	05:40 06:00	06:00 06:20	06:20 07:25	07:30 08:55	09:00 09:55	10:00 10:55	11:00 11:50	12:00 12:55	13:00 13:55	14:00 15:55	16:00 16:55	17:00 17:55	18:00 18:30	18:30 20:25	20:30 22:30	
TUESDAY	Reveille /Wake- up call	National anthem, pledge and meditation	Taking attendance of corp members	Physical training/drills	Bath and Breakfast	Leadership and qualities of a good leader	Skill acquisition				Lunch and siesta	Drills	Sports/ Games	Dinner	Social Activities		
WED- NESDAY						Red cross and natural emergency	Skill acquisition										
THURSDAY						Funding of business	Skill acquisition										
FRIDAY						Traditional lecture	Skill acquisition	Jumat									
SATHURDAY						Skill acquisition		Interaction between platoon leaders and officials									
SUNDAY						Personal ministratation			Religious activities/visiting								
MONDAY						Reveille	National anthem, pledge and meditation	Attendance	Physical training/ drills	Skills Acquisition						Drills	

Week 3

DURATION (MINS)	10	20	20	65	85	50	55	55	55	55	115	55	55	30	115	120		
TIME	05:30 05:40	05:40 06:00	06:00 06:20	06:20 07:25	07:30 08:55	09:00 09:55	10:00 10:55	11:00 11:50	12:00 12:55	13:00 13:55	14:00 15:55	16:00 16:55	17:00 17:55	18:00 18:30	18:30 20:25	20:30 22:30		
TUESDAY	Reveille /Wake- up call	National anthem, pledge and meditation	Taking attendance of corp members	Physical training/drills	Bath and Breakfast	HIV Lecture	Skill acquisition				Lunch and siesta	Drills	Sports/ Games	Dinner	Social Activities			
WEDNESDAY						Climate change and environment	Skill acquisition											
THURSDAY						Prof lecture	Skill acquisition											
FRIDAY						Skill acquisition				Jumat								
SATHURDAY						Endurance trek												
SUNDAY						Personal ministration				Religious activities/visiting								
MONDAY						Reveille	National anthem, pledge and meditation	Attendance	Physical training/ drills	Closing ceremony						Distribution of posting letters and collection of C/ms		

Appendix 3: National youth service - Logical framework matrix

Narrative summary	Indicators of achievement	Sources and Means of Verification	Assumptions	Baseline	Target
GOAL:					
To provide young people with opportunities to gain valuable work experience, promote self-discipline, expand their knowledge of Sierra Leone's social and cultural diversity, help to bridge ethnic divide and promote national integration and sustainable development	<p>Improved social capital:</p> <ul style="list-style-type: none"> Youth homicide rate Measure of strength of 'social tensions' Ethno-linguistic fragmentation Number of riots and protest demonstrations led by youth 	<p>Police records/ reports</p> <p>Sierra Leone crime and safety reports</p>		0	Improved statistics
Outcome 1					
Youth development strengthened	<p>Employment status of young people aged 15–35 (male, female, disabled) according to categories:</p> <p>% employed</p> <p>% participating in vocational training</p> <p>% engaged in apprenticeships</p>	<p>Mid-term and final evaluation</p> <p>Employment surveys</p>	NYS can engender community support for youth development	<p>56% employed</p> <p>5 % participating in vocational training</p> <p>5.9% engaged in apprenticeships</p>	<p>58% employed</p> <p>8% participating in vocational training</p> <p>8% engaged in apprenticeships</p>
Output 1.1					
Increased participation of youth in civic and political life	No. of service members engaged in national assignments	Youth surveys (pre and post, when possible)		0	250 service members engaged in national assignments

Output 1.1	Indicators of achievement	Sources and Means of Verification	Assumptions	Baseline	Target
Increased participation of youth in civic and political life	Type of national assignment members engage in	Youth surveys (pre and post, when possible)	Youth service empowers young people to become more actively engaged in their communities and provides them with a means to do so, increasing the likelihood that they will stay involved in the future	0	Type of national assignment: census, elections, campaign against HIV, polio eradication
	Number of service members engaged in CDS	Interviews or focus groups with participants			250 service members engaged in CDS
	Type of CDS members engage in				Type of CDS: Construction of culverts, bridges, classroom blocks, toilets, boreholes, cleaning
Activity 1.1.1					
Enlist prospective service members into the NYS scheme	No. of college graduates enlisted into the NYS scheme disaggregated into sex and regions	Database of selected applicants	Seamless enlistment process	0	500
			Availability of funding		
Activity 1.1.2					
Organize orientation of service members	No. of service members registered in the districts	NYS registers and time sheet	Availability of funding	0	500
	Number of service members receiving orientation	Monthly/quarterly reports			

Activity 1.1.3	Indicators of achievement	Sources and Means of Verification	Assumptions	Baseline	Target
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Post service members to work in Organizations in primary assignment areas	Number of service members posted	Office attendance registers NYS workplace logbook	Cooperation of agencies involved in post-orientation skills acquisition Funding will be available	0	500
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Output 1.2	Indicators of achievement	Sources and MOVs	Assumptions	Baseline	Target
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Skills of youth developed	No. of youth demonstrating leadership, independence, self-confidence, teamwork, and communication life skills in their communities	Observational interviews with participants, parents, teachers, and community and religious leaders	Youth service helps build life skills such as: independence, self-confidence, leadership, teamwork, emotional and physical well-being, decision-making and communication	0	All service members trained in life skills and livelihood skills
	No. of youth demonstrating livelihood skills in their communities	Youth surveys (pre and post, when possible)			

Activity 1.2.1

Organize life-skills training in the camps for service members	Number of life skills trainings organised.	Training reports Monthly and quarterly reports	Identified skills trainers show up at the camps	0	500 service members trained in life skills (mental, social and emotional)
	Number of service members enrolled in life skills training		Cooperation of small and medium enterprise agencies Funding available		(No of trainings planned)

Activity 1.2.2

Organize post-camp livelihood skills acquisition training for	Number of post-camp livelihood skills acquisition trainings organised	Training reports Monthly and quarterly reports	Cooperation of agencies	0	500 Service members trained in any of these 23 life skills
	Type of livelihood skills taught in the camp		Funding availability	 (No of trainings planned)
	Number of service members enrolled in post-camp livelihood skill training				

Output 1.3	Indicators of achievement	Sources and MOVs	Assumptions	Baseline	Target
Service members exited from the camp	% of service members issued with certificates	List of enrolled and graduating service members	Funding availability	0	100%
Activity 1.3.1					
Meet with service members in their various districts	No. of meetings held No. of service members met	Report prepared by the RM&E unit	Funding availability	0	14 meetings 500
Activity 1.3.3					
Organize graduation ceremonies for various skills acquisition groups	No. of service members graduating No. of cooperatives formed No. of beneficiaries receiving loans from financial institutions Total value of loans issued	Observation Programme files	Funding availability Cooperation of financial institutions	No. of service members graduating - 0 No. of cooperatives formed - 0 No. of beneficiaries receiving loans from financial institutions - 0 Total value of loans issued - 0	No. of service members graduating - 250 No. of cooperatives formed - No. of beneficiaries receiving loans from financial institutions - Total value of loans issued -
Output 1.4	Indicators of achievement	Sources and MOVs	Assumptions	Baseline	Target
Risky behaviours of youth prevented	No of teenage pregnancies; Condom use; Extent of substance abuse; No. of cults/gangs Contraceptive prevalence rate	Youth surveys (pre and post, when possible) Observation Statistical comparison (local statistics)	Youth service gives young people a more structured way to spend their out-of-school time; it also helps them to make better choices by equipping them with better decision-making skills	68% teenage pregnancy rate Use of condom N/A, Substance abuse (N/A) No. of cults (N/A)	64% teenage pregnancy rate 50% of service members use condom 50% of service members do not engage in substance abuse 50% do not participate in cults

Activity 1.4.1	Indicators of achievement	Sources and Means of Verification	Assumptions	Baseline	Target
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Training in sexual reproductive health	No. of youth trained in sexual reproductive health	Training report	Availability of funding	0	500
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Activity 1.4.2

Training of youth in (i) leadership, (ii) behaviour in situations of conflict, (iii) self-esteem, (iv) abilities to relate with others, (v) orderliness, and (vi) empathy and communication skills	Number of youth trained	Training report	Availability of funding	0	500
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Outcome 2

Community development strengthened	No. of community development initiatives/projects undertaken No. of community conflicts resolved % of community conflicts resolved	Mid- term and final evaluation	NYS can promote peace and engender national consciousness	0	5 community development initiatives/projects undertaken/district 10 community conflicts resolved / district 60% of community conflicts resolved/district
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Output 2.1	Indicators of achievement	Sources and MOVs	Assumptions	Baseline	Target
NYS stakeholders mobilized/ recruited	No. of stakeholder meetings held/ organized	Minutes of meetings Monthly & quarterly reports	The NYS can elicit the cooperation and support of community stakeholders	0	10 stakeholder meetings
Activity 2.1.1					
Full complement of NYS staff recruited	Number of staff recruited	Adverts for recruitment posted over the print media - NYS staff list - Payment vouchers	Availability of funding	0	<p>Following staff recruited:</p> <ul style="list-style-type: none"> Director of Finance & Administration Director of Programme, Recruitment and Training Director of Research, Monitoring & Evaluation Director of Communication 4 Regional Coordinators (North, East, South West) 14 District Coordinators Legal Officer Public Relation Officer Internal Auditor
Activity 2.1.2					
Organize workshops to brief stakeholders about their responsibilities	No. of workshops organized for stakeholders	Workshop reports Monthly and quarterly reports	Availability of funding	0	<p>Workshops organized for the following:</p> <ul style="list-style-type: none"> MDAs, Private sector & NGOs, Donor's Forum, colleges and university registrars, final year students, local government officials and chiefs

Activity 2.1.3	Indicators of achievement	Sources and Means of Verification	Assumptions	Baseline	Target
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Organize Pre-Orientation Workshop for critical stakeholders	Number of critical stakeholders attending the orientation	Workshop report	Availability of funding Attendance of critical stakeholders	0	Following should attend the workshop: Army, police, Office of the National Security, Red Cross, Ministry of Health, Ministry of Labour, Ministry of Education, Chamber of Commerce, Ministry of Environment and Sanitation
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Output 2.2	Indicators of achievement	Sources and MOVs	Assumptions	Baseline	Target
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Service members posted on primary assignment	Number of service members issued with placement letters	Postings directory	MDAs agree to accept service members for placement	0	500 service members placed
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Activity 2.2.1

Identify placement institutions	Number of placement institutions identified by region by sector	List of placement institutions	Cooperation of MDAs	0	50 placement institutions identified
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Activity 2.2.2

Engage service members to carry out national assignments and/or CDS projects	Number of national assignments Type of national assignments Number of CDS projects Type of CDS projects	Interviews with local community authorities Observation	NYS can use youth to spur community efforts for self-help, etc. Funding CDSs projects by government, communities NGOs, donors	0	Type of national assignment: census, elections, campaigns against, HIV, polio eradication. Type of CDS: construction of culverts, bridges, classroom blocks, toilets, boreholes, cleaning
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