**WVA Concept Paper**

1. **SUMMARY OF PROJECT**
   1. **Project Profile**

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| --- | --- |
| **National Office** | Albania |
| **Project Name** | Skills and Knowledge for Youth Economic-Empowerment (SKYE) Clubs (insert location) |
| **Project Location** | Korca ADP  *flag_1197_128*   * SKYE projects are more cost effective when the program is delivered over a number of ADPs. The costs of the mandatory trainings and learning events can be shared across ADPs. In addition SKYE projects can connect youth and contribute to a youth movement where young people network, share learnings and community service-learning/ social enterprise projects. It can be useful to have 2+ ADPs involved in the one SKYE program*.* |
| **Is the project located within an existing ADP or program** | SKYE PM can be a contributing project to an ADP or program, or a standalone project. |
| **Project Goal and Outcomes** | **Goal:** Female and male SKYE Club members are empowered as active citizens, and equipped to transition well to adulthood.  **Outcome 1:** Female and male SKYE club members have positive self-concept and future orientation.  **Outcome 2:** Female and male SKYE Club members have the capacity to engage with their community.  **Outcome 3:** Female and male SKYE Club members have the capacity to secure a source of livelihood.  flag_1197_128   * Important to have clear goal and outcome statements. Often these are double barrelled, unclear or too technical. |
| **Primary Sector** | Economic Development |
| **Target Population** | Youth aged 18-26 who are not currently engaged in education/training, are unemployed or underemployed and want to contribute to their community.  flag_1197_128   * SKYE has been designed for youth who have at least basic level of literacy. * SKYE has been designed to target young adults who lack opportunities for work/education, however this does not mean that young people who are younger/older, employed or currently engaged in education/training cannot participate in the program – in fact, having a portion of young people that engaged in productive activities can contribute to the learning and development of other young people   **Direct Beneficiaries** (Estimates): 1,125  *\*A SKYE Club project at ‘full-scale’ over five years is expected to directly reach at least 1125 youth across the life of the project – this is an average of 25 youth in each of the 15 clubs (375 youth reached per a cycle) and three 18 month cycles.*  **Indirect Beneficiaries: 5000 people**  *\*There are expected to be 5000 indirect beneficiaries per a SKYE Club project. These include the families of the SKYE Club participants, as well as community members who are benefiting from SKYE community service-learning projects.* |
| **Estimated life of Project** | 5 years  *flag_1197_128*   * A SKYE project will ideally be 4-5 years in length. Anything less than 3 years does not give the project ample time to generate sustained results*.* |
| **Estimated Project Budget** | $200,000 -$350,000 USD for 5 year project in one ADP  flag_1197_128   * Costs do vary depending on operational costs in country. Projects with larger budgets can look to layer in additional economic development activities such as small business grants, business mentoring, vocational training and apprenticeships/internships. |
| **Estimated Design Budget** | Insert the estimated total budget for project design, if separate funding is sought for design |
| **Anticipated funding source(s)** | *Insert Support Office/s and possible funding source (Govt/PNS/Sponsorship)* |
| **NO Contact Person** | *Insert Project Manager or NO contact name and contact details.*  http://www.geekpedia.com/Pictures/Icons/flag_1197_128.png   * Try to get a contact person who is not responsible for everything else as well – possibly and ED Manager or Youth Manager |

1. **CONTEXTUAL ANALYSIS** *(maximum ½ page)*

**2.1 Background information.**

This section may include the following key points;

* The current situation of youth in the country where the project will be implemented, for example: how does the country/project define youth (e.g. 15-29 years); the current population of youth in the target country; the percentage of youth that are currently neither employed nor engaged in education; as well as details about what young people are currently doing with their time – are they involved in risky activities? Do they have opportunities to engage in meaningful activities in their community? etc.
* What youth-focused initiatives are currently taking place in the country where the project will be implemented, for example: what are the current policies/programs of the government relating to youth; what NGOs or multi-laterals are working in the country that have projects specifically target young people.
* A wide range of factors inhibiting access to employment or education for young people such as:
  + Youth do not have the skills (technical or soft skills) that employers require
  + Education institutions have outdated curricula and young people are being trained in programs that don’t adequately equip them for the labour market
  + Youth lack work experience
  + Not enough jobs exist to absorb large cohorts of new market entrants into the labour market
  + A lack of matching mechanisms to match skilled employees to job vacancies
  + A lack of access to finance to access education
  + Missing linkages between the formal and informal labour market
* Without support and intervention youth are unlikely to be able to develop the necessary competencies for economic, civic and social participation. No other organisation or group in the target area is addressing this issue and the community have requested WV support them in this area. WV is well positioned to respond to this request as it has strong relationship with the local government, institutions work in this area.

1. **LINK TO ‘CALL FOR CONCEPTS’**

*How will the project address the ‘Call for concepts?’*

1. **LINK TO FUNDING SOURCE**

*Describe how the project meets the donor promise for the chosen funding source. If the requested funding source is Sponsorship Funds, describe how the project will impact WV funded ADPs.*

1. **DESCRIPTION OF PROJECT** *(maximum 1 page)*

**Goal:** Female and male SKYE Club members are empowered as active citizens, and equipped to transition well to adulthood.

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* Make sure the goal is clear concise and not confused with other factors. Goals should be focused on improved economic/civic engagement behaviours, skills or knowledge.

**Outcome 1:** Female and male SKYE club members have positive self-concept and future orientation.

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* The SKYE program looks to cultivate improved emotional and social competencies (also known as soft skills or non-cognitive skills) in participants, and foster a positive self-identity and future orientation. These variables have been shown to have a strong relationship with improved life outcomes including labour market outcomes. As such, there should be an outcomes that involves improving mindset or social and emotional competencies. The two outcomes behind this include the formation of functional SKYE Clubs and increased leadership capacity.

**Outcome 2:** Female and male SKYE Club members have the capacity to engage with their communit

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* There should be an outcome that involves young people engaging with their community. Community service-learning projects are an experiential education methodology and provide a real world context for youth to apply their skills learnt in Club meetings and gain hands on experience. The activities behind this will include training on the Active Citizenship module of the SKYE curriculum, learning events with guest speakers as well as community service-learning projects.

**Outcome 3:** Female and male SKYE Club members have the capacity to secure a source of livelihood.

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* There should be an outcomes focused on improved knowledge, skills, and behaviours necessary to gain a livelihood. The two outputs behind this include increased employability capacity and increased entrepreneurial capacity. It is important to remember that through participating in the SKYE program youth not guaranteed employment or self-employment; however this could be a potential outcome of participating in the program.

**Project Outputs:**

1.1 SKYE Clubs are established and functional

1.2 Increased capacity of female and male SKYE Club members have to take on leadership roles.

2.1 Increased capacity of female and male SKYE club members to become active citizens

3.1 Increased capacity of female and male SKYE club members to secure employment.

Increased capacity of female and male SKYE club members to start a business.

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Any of the following should raise alarm bells and be questioned or removed:

* **Specified community service-learning project / social entrepreneurship projects.** The SKYE program should be youth-led to ensure ownership and investment of the youth; as such the projects that Clubs undertake must be selected and implemented by the young people themselves. If there is a particular market-opportunity that World Vision has recognised (e.g. tourism or technology) WV can provide additional, focused trainings in that area and link youth with industry/community partners, however it is the youth in the SKYE Clubs decision about the specific project.
* **Removing one of the SKYE Learning** **Objectives** (i.e. Active Citizenship, Leadership, Employability, and Social Entrepreneurship). While the curriculum can be adapted to fit the needs and interest of the local context, it is important that the program still achieves its four learning objectives – each objective is complementary and necessary to develop the knowledge, skills and behaviours of youth under the other three learning objectives.
* **Hiring or payment of SKYE Club Leaders, Business Mentors or project partners.** It is critical that WV does not pay the SKYE Club Leaders, Business Mentors or project partners as this can attract those who are not committed to the youth or the SKYE vision, and reduces sustainability of the Clubs.

We want to see WV playing the role of coaching, facilitating and linking SKYE Clubs to learning events and industry/community partners.

* 1. **Cross cutting issues**
* *Gender*: SKYE will respond to gender considerations by providing young women with equal participation opportunities in the Club and Club activities. The SKYE curricula can also be adapted to address gender-specific issues being experienced in a target context. It is expected that 50% or more of the participants in this project will be women.
* *Disability*: SKYE will respond to disability considerations by providing young people with disabilities with equal access to the SKYE Club program. In the initial phase of the SKYE Club project, WV staff will profile youth in the target community(ies), this will include identifying vulnerable youth (including those with disabilities) and understanding the specific barriers which may prevent them from engaging in employment/education opportunities (including SKYE Clubs) and create strategies to overcome these barriers.
* *Protection*: Care and due diligence will be taken to ensure that youth are educated on their rights, in particular their rights as employees, and that young people will not be exploited by employees or project partners.
  1. **Sustainability** *(max ¼ page)*
* WV will work with stable community structures (e.g. colleges, churches, community groups, youth centres, social services and cultural centres etc.) to identify volunteer SKYE Club Leaders and establish functional SKYE Clubs.
* WV will provide a SKYE Club Facilitator (Development Facilitator) to mentor, coach and monitor SKYE Club Leaders and Clubs in order to build capacity so that by the end of the project, there is no further need for the SKYE Club Facilitator. In the case the SKYE Clubs are being run in partnership with a community organisation, the SKYE Club Facilitator will also build the capacity of that partner so that they can continue to oversee the program.
* The SKYE Club curriculum provides modules on fundraising, advocacy, business development and leadership that are specifically designed to build the youth/Club’s capacity to raise funds and manage itself after 18 months of operation.
* The SKYE program looks to cultivate positive behaviour changes in young people so that they not only have improved capacity to gain a livelihood or contribute to their community, but also make healthy, informed choices on behalf of themselves over the long-term.

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* Be wary of concepts that suggest that they will pay SKYE Club Leaders or project partners – WV’s experience suggests that this will reduce sustainability as when WV looks to transition from the ADP/ the project ends, both partners and SKYE Club Leaders will expect payment and will often choose not to continue on unless a project partner is able to supplement this.

1. **DESCRIPTION OF PROJECT DM&E** *(maximum 1 page)*

**5.1 Description of Project Logic**

* The SKYE model is a holistic approach to youth engagement that supports young people (aged 18-25) develop the competencies necessary to obtain sustainable livelihoods and participate constructively in their communities. The SKYE program is built on the methodology of experiential education, a learn-by-doing approach which allows for the transformation of character, attitudes, and values, as well as growth in knowledge and skills.
* SKYE program (and curriculum) is structured around four major learning objectives:
* Active Citizenship
* Employability
* Leadership
* Social Entrepreneurship

These learning objectives are achieved through group-based training and support delivered through ‘SKYE Clubs.’

* SKYE Clubs are groups of 10-25 young people who meet each week to identify community problems and to brainstorm, plan, and implement community service-learning and social enterprise projects. Each successive project becomes increasingly complex, delves more deeply into community issues, and elicits greater leadership, project management, and business development skills from the youth. These community service-learning projects are the main learning tool of the SKYE program, and serve a dual purpose:

1. To bring social change to the community and help foster locally-driven, empowering, sustainable community development.
2. To equip youth with critical life, work-readiness, technical, and entrepreneurial skills.

* Designed to run on an 18-month training cycle, SKYE Clubs are led by 2-3 trained community volunteers known as SKYE Club Leaders. Leaders are coached, mentored and monitored by a WV Development Facilitator (SKYE Club Facilitator) who can oversee 5 -15 Clubs (part-time/full-time) at one time.
* Following the WV institutional preparations that are necessary (such as recruitment of appropriately skilled SKYE Facilitators) WV will hold a 4-day SKYE Orientation Training. The purpose of the SKYE Club Orientation Training is to provide SKYE Club project staff with an understanding of the SKYE Club project model, its philosophy, core components, and steps in implementation.
* Following the SKYE Orientation Training, SKYE Facilitators will focus on understanding the situation of youth in the target community as well as the local labour market to get a sense of potential market opportunities. This phase also includes mapping key stakeholders (e.g. local businesses, training institutions, local government offices) as well as stable community structures in such as training centres, churches, community centres, community based organisations as well as existing youth clubs. The purpose of this exercise is for the SKYE Club Facilitator to have a better understanding of what is available to the youth in the community, and also to identify possible community partners to implement the SKYE Club model or provide support (e.g. a community centre might offer a space for SKYE Club weekly meetings).
* Working with selected the community partners, the SKYE Facilitator will identify, interview and select volunteer SKYE Club Leaders – there is required to be 2-3 Leaders per a SKYE Club. SKYE Club Leaders and Facilitators will then attend a 6-day SKYE Leaders Training which equips participants with an understanding of the SKYE Club project model, how to use the SKYE Club tools, as well as how to mobilize, facilitate and work with youth. The Leader's training is held at the beginning of a SKYE Club project, as well as at the beginning of each new 18 month SKYE Club cycle when a cluster of new SKYE Clubs are being created.
* Following the Training, SKYE Club Facilitators will work with Leaders to hold small community information sessions, mobilize youth and to officially open their clubs. The role of the SKYE Club Facilitator is not to recruit the youth, but to support and mentor the Leader as they go through the process.
* With ongoing mentoring and support of the Facilitators, Leaders will use the SKYE Learning tools to host Club meetings as well as implement community service-learning and social enterprise projects. Both the community-service learning projects and the social enterprise projects provide real world contexts to apply the new knowledge/skills developed in Club meetings. Beyond this, projects offer youth a chance to conduct community needs and market analysis which gives them a better sense of the opportunities they can pursue in their community and more broadly. Through these activities it is intended that young people will cultivate competencies necessary for critical for social, civic and economic participation.
* SKYE Club Facilitators and Leaders will also facilitate links to technical trainings and learning events, as well as to potential business and community partners based on the Club’s interests.
* The project will result in empowered youth with the knowledge, skills, behaviours and attitudes necessary to find a job or start a business, as well as contribute meaningfully to their communities.

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* The SKYE Club trainings (Orientation and Leader trainings) are critical to the success of the SKYE Club project. They provide WV staff and volunteer SKYE Club Leaders with the understanding, skills and confidence necessary to open and run SKYE Clubs.
* The sequencing of activities is very important. It is important that WV SKYE Club Facilitators have the time and space (2-3 months) after the Orientation Training to profile youth, map the community, and build relationships with potential community partners. SKYE Club Facilitators also need the time to have face-to-face conversations with each potential volunteer SKYE Club Leader to ensure that they fully understand their role and the commitment - this reduces attrition rates of volunteer SKYE Club Leaders.
* The SKYE Club project design is intended to follow a common sequence and include standard elements which are very important for the overall performance of the project. Please see ‘Phases and Steps in SKYE Club Project Implementation’ document for direction on what to include.

**5.2 Description of M&E**

* Please see the SKYE M&E Framework and the ‘SKYE Coaching, Monitoring and Evaluation Tools’ document which includes suggested indicators, methodologies and tools. This is comprehensive and it is strongly recommended that NOs make use of these materials.
* Indicators at the goal level should include the percentage of youth with sustainable livelihoods.

It is recommended that a baseline will be conducted with SKYE Club members once the SKYE Clubs have been established. To monitor and analyse these indicators, data on improved livelihoods, emotional-social intelligence, and competencies will be collected initially and at the end of a SKYE Club cycle (every 18 months).

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* Often a baseline study will be planned immediately once the funds have been committed. It is preferable to wait until the SKYE Clubs are operating (4 months after commencement) so that the baseline can focus on the skills and behaviours most specific of SKYE Club project participants. If the baseline is done earlier than this, it will be more generic and less targeted.

Some monitoring and feedback will be undertaken by the SKYE Club Facilitators, Leaders and members themselves.

SKYE Club Facilitators are required to have monthly visits to SKYE Club meetings and weekly phone calls with SKYE Club Leader to monitor, coach and support the Leaders of the Clubs as they progress. SKYE Club Facilitators have specific tools that enable them to monitor the progress of the clubs and identify red-flags which need to be addressed; these include monthly and quarterly reports that offer qualitative and quantitative information.

SKYE Club Leaders are responsible for tracking the attendance and progress of SKYE Club members. This enables Leaders to ensure that young people are reaching their learning personal and group learning objectives.

SKYE Club members are responsible for tracking their own progress in the SKYE Club Journal and Passport. The SKYE Club Passport is used every 2-3 months at the SKYE evaluation meetings when members evaluate/debrief on their community service-learning project / social entrepreneurship project, as well as their own participation. The Passport tool serves a duel-purpose:

* It is a goal-setting tool for youth: It allows members to understand what competencies they have developed through participating in the SKYE Club and set new goals to work towards over the next 2-3 months.
* It is a monitoring and evaluation instrument for WV which allows project staffs insight to the learning and development of youth, as well as the fertility of the project.

Ongoing learning, reflection and adaptation will be crucial, given that this project model requires flexibility to meet the interests and needs of youth, as well as opportunities that exist in the community. As such, regular meetings will be held with the WV project team, SKYE Leaders and SKYE Club members to analyse the progress of the project and discuss possible adaptations to the project design (e.g. including providing optional to participants to leverage market opportunities such as tourism or technology or updating the SKYE curriculum to address a context-specific issue/need).

1. **BUDGET**

*Please provide budget in USD*

* 1. **Breakdown according to activity**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **FY12** | **FY13** | **FY14** | **FY15** | **TOTAL** |
| **Direct Project Costs (DPC)** |  |  |  |  |  |
| **Shared Direct Project Costs (SDPC)** |  |  |  |  |  |
| **Indirect Project Costs (IPC)/ Office Operating Costs Allocated (OOCA)** |  |  |  |  |  |
| **Office Operating Costs Unallocated (OOCU)** |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |

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* The budget will require a larger investment in the first year of project implementation in order to cover the costs of the SKYE Orientation Training and SKYE Leaders Training. It is also expected that a project may include greater expenditure in the final year to include an evaluation. But overall, there shouldn’t be massive differences in expenditure as much of the budget is staff salary. Please see the ‘SKYE Budget and Descriptions’ document for an outline of the expected costs involved in implementing a SKYE Club project.
  1. **Breakdown according to proposed funding source**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **FY12** | **FY13** | **FY14** | **FY15** | **TOTAL** |
| **Local Contribution** |  |  |  |  |  |
| **Support Office Funding:**  (WV Australia) |  |  |  |  |  |
| **Support Office Funding:**  (insert name of Support Office) |  |  |  |  |  |
| **Gifts in Kind** |  |  |  |  |  |
| **Gift Catalogue**  (insert name of Support Office) |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |

Any questions or comments please get in touch with Kate Williams:

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