YOUTH LIVELIHOOD AND EMPOWERMENT THEORY OF CHANGE

Youth Livelihood Interest Group
World Vision International
January 2014
World Vision’s Youth Livelihood and Empowerment Theory of Change reflects the support and contributions of many individuals from across the globe that work to increase and improve the opportunities for young people to be civically and economically engaged and to successfully transition into a productive and fulfilling adulthood.

The theory of change was commissioned by the Youth Livelihoods Interest Group, and would not have been possible without the guidance and patronage of its executive sponsors, Kyhl Amasson, Manager of the Global Office for Economic Development; Linda Hiebert, Senior Director of the Education and Life Skills Development; and Paul Stephenson, Senior Director of the Child Development and Rights Technical Cluster.

A special thank you to Lucia Boekelaar, Director of Child Sponsorship Research, and Cynthia Mulenga, Research and Evaluation Advisor; who facilitated the Sustainable Adolescent and Youth Livelihoods Theory of Change workshop in Washington D.C. in September 2013.

Our gratitude is also extended workshop participants who developed the theory of change:

Lou August Aaron Ausland Erik Butler Burgundie Fulton
Linda Hiebert Patricia Horna Jack Noble Dan Norell
Micael Olsson Sophia Petriashvili Paul Stephenson Corina Villacorta
Teresa Wallace Kate Williams

Thanks are also extended acknowledged and thank the Youth Livelihoods Interest Group for their dedication to develop the pathway of change diagram and narrative:

Aaron Ausland Sophia Petriashvili Teresa Wallace Kate Williams

To these people and everyone else who contributed in any way, we wish to express our heartfelt gratitude.

This work aligns with the core World Vision documents that have guided the organization, including the Ministry Framework, Integrated Focus, Principle Level Choices, Ministry Goal, and Child Well-Being Aspirations and Outcomes.

Thank You.

Kate Williams and Aaron Ausland
Chair and Vice Chair
Youth Livelihoods Interest Group

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Active Citizen: An active citizen is an individual who actively takes responsibility and initiative in areas of public concern such as crime prevention and the local community.

Adolescent: World Vision defines adolescents as young people aged 12-18 years.

Empowerment: Empowerment, in the context of this document, is when young people have the ability and the power to take action. Empowerment happens when all aspects of the ecology (in the community) support young people to grow – focusing on their capacities and strengths – and provide opportunities for young people to serve and contribute in meaningful ways to their communities.

Citizenship: Citizenship, in the context of this document, is defined by the presence of three key elements: a) civic sensitivity; b) participation in building civic society and c) benefiting the common good.

Financial Citizen: A financial citizen is an individual that has access to the opportunity, ability and confidence (and appropriate services, products, support and advice) to make informed decisions about their financial circumstances, and the capacity to exercise their economic rights. To achieve financial citizenship, an individual must at a minimum have access to the essential products and services – food, water, housing, energy, health, education, financial – required to enable their activity as a consumer, producer and holder of assets.

Financial Literacy: Financial literacy may be described as the set of skills and knowledge that allows an individual to make informed judgements and effective decisions regarding the use and management of money and wealth.

Life Skills: According to UNICEF, life skills are defined as psychosocial abilities for adaptive citizenship, in the context of this document, is defined by the presence of three key elements: a) civic sensitivity; b) participation in building civic society and c) benefiting the common good.

Most Vulnerable Children: World Vision considers the most vulnerable children as those whose quality of life and ability to fulfil their potential are most affected by extreme deprivation and violations of their rights.

This definition includes four vulnerability factors which can assist in identifying the most vulnerable children:

• abusive or exploitative relationships: relationships which are characterised by violence or use of a child to benefit others sexually or commercially, or which consistently harm the child through intentional acts or negligence.
• extreme deprivation: extreme material poverty or deprivation of caregivers
• serious discrimination: severe social stigma which prevents children from accessing services or opportunities essential to their protection or development.
• vulnerability to negative impact from a catastrophe or disaster: natural or manmade events can seriously threaten the survival or development of a child, and certain children are more likely to be affected negatively and less likely to be able to recover.
Vulnerability is a scale, not a permanent state of being. Children may become increasingly vulnerable until they are defined as most vulnerable children. The more vulnerability factors children experience, or the longer they experience any one of these factors, the more vulnerable they become.

**Numeracy:** According to the Program for International Student Assessment (PISA), numeracy or “mathematical literacy” is “an individual’s capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual’s life as a constructive, concerned and reflective citizen.” As the National Numeracy organization of UK points out, this definition implies the essential skills needed for solving problems, processing information, making decisions and interpreting data. “Being numerate is about appreciating number relationships and interpreting answers, and not just about doing calculations.”

**Resilience:** Resilience describes the ability of companies, communities or individuals to come to terms with changing circumstances and adjust their business, community or personal behaviours accordingly. Characteristics of a resilient business/community/individual include:

- An ability to return to or maintain a previous state of normal functioning or income level after a crisis or to even avoid crises altogether
- An essential competitive advantage in unstable times when actors are forced to change more radically and rapidly than ever before.
- Hope, motivation and a strong drive to reach their goals

**Sustainable Livelihoods:** A livelihood is sustainable when the capabilities, assets, and activities required for a means of living can be maintained or enhanced over time and cope with and recover from stress and shocks. A sustainable livelihood impacts the local environment, economy, resources and culture in such a way that sustainable livelihood opportunities are available for future generations.

Technical and Vocational Education and Training (TVET): TVET is a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life.

**Wealth:** Wealth is any tangible or intangible thing that makes a person, family, or group better off. In Economics, wealth refers to all goods and services with monetary, exchangeable, or productive value. Wealth may also refer to an abundance of money, valuable material possessions or resources (riches). In some cultures, social factors (such as the number of children one has or their social prestige) can also indicate wealth.

**Work Readiness Skills:** Work readiness skills are defined by this paper as those skills that assist youth to search for and obtain employment, such as the ability to describe skills and interests, set career goals, write a resume, and contact employers.

**Youth:** World Vision defines youth as young people aged 15 - 24 years.
I. BACKGROUND

World Vision is a global Christian relief, development and advocacy organisation dedicated to working with the world’s most vulnerable children, their families and communities to overcome poverty and injustice and focused on enabling their sustained well-being.

World Vision exists to help every child experience life in all its fullness. However, when childhood ends, the lives of many young people are severely affected by lack of employment opportunities, few prospects for engagement in meaningful activities, and a limited sense of belonging or connection to their community. Globally, youth make up 25% of the world’s working age population, more than 85% of whom live in developing countries. This disproportionally high number of young people, known as the ‘youth bulge,’ is projected to swell to 1.5 billion by 2035. Over the next decade, one billion young people will enter the global labour market. Some estimates 40 million new jobs must be created each year simply to keep pace with this growth in addition to absorbing the 200 million existing unemployed – 75 million of whom are young people.

The number of youth worldwide

| 1.8 billion | the number of youth world wide |
| 85% | of the worlds youth live in developing countries |
| 40% | of the worlds unemployed are youth |
| 3 times | youth are more unlikely to be unemployed than an adult |

The growing challenge of absorbing youth into labour markets has created an urgent need for innovative projects that provide skills as well as meaningful employment and self-employment opportunities for young people. World Vision can play a pivotal role in this integration as it is in a unique position to build upon its investments in early-childhood programming by continuing to invest in children as they make the transition to youth and adulthood.

As part of a drive to ensure children experience successful and safe transitions through youth to adulthood, World Vision’s Youth Livelihood Interest Group (YLIG) hosted a Theory of Change process to clarify World Vision’s understanding of how youth are empowered to adulthood, World Vision’s Youth Livelihood Interest Group (YLIG) hosted a Theory of Change process to clarify World Vision’s understanding of how youth are empowered to adulthood.

2. YOUTH AS A TARGET GROUP FOR WORLD VISION

In the context of this theory of change, it is important to appreciate what is meant by the term ‘youth.’

Some simply define ‘youth’ as the period of human life between childhood and maturity. This definition is too vague, as it does not recognize that the transition from childhood to adulthood varies demographically across individuals, genders, countries and cultures. Youth is a period of many critical transitions. Young people experience a variety of physical, cognitive, emotional, economic and social changes that influence their needs, identities and behaviour as well as their opportunities.

World Vision has aligned with the International Labour Organization’s (ILO) definition of youth and as such identifies youth as the cohort of young people aged between 15 and 24 years of age. While this constitutes the generally accepted international standard used to define youth, a young person is often characterized as such based on socioeconomic, cultural, or institutional contexts that vary by country and individual situation. In some countries the transcendence from youth to adult is defined at the age of majority, usually 18 years, when one assumes equal treatment under the law.

For simplicity, World Vision defines the life stages between childhood and adulthood as early adolescence (12-14), late adolescence (15–18), and youth (15–24). Those aged between 10-24 years are considered as young people.

There are many development interventions signalled in this theory of change that would be appropriate for youth below the legal and appropriate working age, whose definition varies across countries and for which World Vision recognizes the ILO’s role in establishing. However, there are also many development interventions signalled in this theory of change that would only be appropriate for youth of working age. Each World Vision office should consider carefully the age of the young people with whom they are working and the appropriateness of the development interventions signalled within this theory of change.

3. THEORY OF CHANGE:
WHAT IS IT AND HOW DO WE USE IT?

A theory of change defines all building blocks required to achieve a defined long-term goal. This set of connected building blocks is depicted on a map or diagram known as a Pathway of Change. A theory of change describes the types of inputs that bring about the outcomes depicted in the Pathway of Change map. Each outcome in the Pathway of Change is tied to an input, revealing the often complex web of activity that is required to bring about change.

World Vision’s Youth Livelihood and Empowerment Theory of Change reflects World Vision’s current understanding of how change takes place. As we mature as an organisation, with an increasing focus on evidence building, our confidence in, and fine tuning/adaptation of this theory of change should improve.
The theory of change provides the basis for a number of elements of World Vision’s work. This can include:

- Providing focus to the discernment process in strategy development.
- Setting strategic objectives – it can be used as a lens to guide where we focus, where we partner and where we do not engage.
- Supporting assessments – it can be used to validate the findings and highlight gaps.
- Providing a sound theory of change for the development of technical approaches.
- Providing a clear framework for World Vision staff across regions.
- Orientation for new staff - provides a summary of our focus and our objectives.

## 4. WORLD VISION’S YOUTH LIVELIHOODS AND EMPOWERMENT THEORY OF CHANGE

The theory of change has as its highest level outcome a contribution to the World Vision child well-being aspirations (CWBA): that children are educated for life, enjoy good health, are cared for, protected and participating, and experience the love of God and their neighbour. The diagram on the following page summarizes the theory of change, placing the CWBAs at the top.

The bottom half of the diagram is the core theory of change for sustainable adolescent and youth livelihoods with the top objective that “Youth have sufficient incomes and resources to sustain productive and fulfilling lives and contribute to their community’s well-being.” The top half of the diagram shows how achieving this objective leads to a contribution to each of World Vision’s CWBAs.

We’ll look first at the bottom half of the diagram, describing in detail the inputs and preconditions that lead to youth having sufficient incomes and/or resources to sustain productive and fulfilling lives. Then we’ll turn our attention to the top half and detail how this leads to a contribution to World Vision’s Child Well-being Aspirations.

### 4.1 The Core Theory

In order for youth to have sufficient incomes and resources to sustain productive and fulfilling lives, they must first be “ready-for-economic opportunity” and “ready to contribute to the wider good and care for others”. The theory of change identifies six additional preconditions that make it possible for ready youth to attain the sustainable livelihood objective. Not all of these preconditions must be met simultaneously, so they are not in the strictest sense necessary conditions. In addition, they may not cover all that is needed; however these are pathways through which a “ready” youth may attain a sustainable livelihood, and the more of them that exist, the greater the opportunity for success. The six pre-conditions are:

- Youth are sufficiently employed or self-employed.
- Youth experience fair and inclusive treatment in the work place.
- Youth have a safe and healthy work environment.
- Youth engage in ongoing learning and development.
- Youth have functional literacy, basic numeracy, and financial literacy.
- Youth networks are creating new approaches to sustainable livelihoods.

So, what makes an adolescent or youth “ready”? In the Pathways of Change diagram, we talk about youth being “ready for economic opportunity” and “ready to contribute to the wider good and care for others” as intermediate outcomes that follow from five sets of skills, competencies, access or supports. These are:

1. Basic Skills, which include functional literacy, basic numeracy, and financial literacy.
2. Work Readiness Skills, which include livelihood preparedness, employment skills, entrepreneurship skills, technical & vocational skills, as well as experience with work.
4. Access to Services, Markets and Information, which include labour market information, goods and services market information, and age-appropriate financial services.
5. Supportive Networks and Relationships, which include supportive relationships with peers, family and adults, and positive affiliations and networks and economic cooperations.

It is important to have a common understanding about each of these, as they represent many of the programming handles around which World Vision interventions will be designed. For an overview of each of the six sets of skills, competencies, access and support please refer to Annex 1.

Once a young person is “ready” and has gained “sufficient income and resource to sustain productive and fulfilling lives and contribute to their community’s well-being,” how does this enable them to contribute towards World Vision’s CWBAs?

Our theory of change submits this will position them well to develop savings, assets and wealth which will place them in a position to provide well for their families and manage shocks. It is assumed that through acquiring essential life skills alongside gaining sustainable livelihoods, youth will develop a sense of autonomy, purpose and personal empowerment which in turn leads them to contribute to the common good of their community as both financial citizens and active citizens.

As described in the diagram, this may manifest in multiple ways, including:

- Youth are socially responsible and play an active role in their community (e.g. social justice, responsibility and environment).
- Youth networks are creating new approaches to sustainable livelihoods.
- Youth invest in their own and their children’s health.
- Youth invest in their own learning and education and in their children’s education.
- Youth have better relationships with their children and/or grow into adults who have nurturing relationships with their children.
- Youth have positive voice and actively engage within their communities.
- Youth have reduced risk of exploitation/contributing to exploitation.
- Youth choose timing for their marriage.

As described in the diagram, this may manifest in multiple ways, including:

- Youth plan their families.
- Youth invest in their own and their children’s health.
- Youth invest in their own learning and education and in their children’s education.
- Youth have better relationships with their children and/or grow into adults who have nurturing relationships with their children.
- Youth have positive voice and actively engage within their communities.
- Youth have reduced risk of exploitation/contributing to exploitation.
- Youth choose timing for their marriage.

Children enjoy good health
Youth plan their families
Youth invest in their own health and their children’s health
Youth invest in their own education and their children’s education
Youth have positive, caring and nurturing relationships with their children and others in their families and communities
Youth make good decisions for their lives, and uphold the rights of others
Youth have reduced risk of exploitation
Youth choose the timing for their marriage
Youth have sufficient income and resources to sustain productive and fulfilling lives
Youth contribute to the common good of their community as active citizens
Youth are socially responsible and play an active role in their community

- Youth movements are creating new approaches to sustainable livelihoods
- Youth have a safe and healthy work environment
- Youth engage in ongoing learning and development
- Youth are sufficiently employed
- Youth are sufficiently self-employed
- Youth are resilient, cope with and recover from stress and shocks
- Youth experience fair and inclusive treatment in the workplace
- Youth have reduced risk of exploitation
- Youth choose the timing for their marriage

**Sustained well-being of children within families and communities, especially the most vulnerable**

<table>
<thead>
<tr>
<th>Core Theory of Change</th>
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<tbody>
<tr>
<td>National capacity</td>
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<tr>
<td>Financial literacy</td>
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<tr>
<td>Functional literacy</td>
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<tr>
<td>Numeracy</td>
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<tr>
<td>Work readiness skills</td>
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<tr>
<td>Soft skills for life and work</td>
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<tr>
<td>Supportive networks and relationships</td>
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<tr>
<td>Citizenship and positive identity</td>
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<tr>
<td>Social and professional competencies</td>
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<tr>
<td>Character</td>
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<tr>
<td>Age appropriate financial services</td>
</tr>
<tr>
<td>Labour market information</td>
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<tr>
<td>Goods and services market info</td>
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<tr>
<td>Age appropriate financial services</td>
</tr>
<tr>
<td>Internation law protects youth</td>
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</table>

**YOUTH LIVELIHOOD AND EMPOWERMENT THEORY OF CHANGE**

**WORLD VISION INTERNATIONAL - JUNE 2014**
The diagram further highlights that to achieve sustainable livelihoods for youth, the young person cannot be viewed in isolation, and that local, national and international level environments play a critical role in the ecology of youth. These environments ideally would be supportive of young women and young men, if they are going to optimise their potential to build and promote sustainable livelihoods for themselves and those they influence.

At a local level young people will ideally have access to a supportive and safe home environment; necessary services (e.g. healthcare, childcare etc.) are available; social norms will support the development of both young women and young men; youth enjoy the right to associate for pro-social activities, express their views and act on issues they are concerned about, and that pathways to employment and self-employment exist.

At a national level, it is important that the policies and practices of government (and other national authorities and ministers), civil society and businesses enable positive change at a local level and, if these bodies are mobilised to support positive change, then these in turn will be better positioned to influence and demand greater change at the global level.

Finally, a reformed international (i.e. regulation and structure) order which prioritises young people, incorporates youth development practices across systems, will enable young people to enjoy economic, social, cultural, civil and political rights and to secure better lives for themselves, their families and communities.

4.2 Assumptions and Implications

Outlined below are the eight (8) core assumptions that underpin World Vision’s Youth Livelihood and Empowerment Theory of Change. These explain why and how the steps in our Pathway of Change diagram enable the achievement of sustained livelihoods for young people.

For each assumption, implications for World Vision’s contribution to change are outlined:

**Assumption 1: Successful youth livelihoods are determined by supply factors associated with job readiness of youth, and demand factors associated with local market conditions.**

Implications for World Vision:

- Youth livelihood programming must be market driven. World Vision youth livelihood programming should be informed by labour market assessments (including analysis by sex) to ensure that employment and vocational projects assure to the extent possible that curriculum is informed by the local economic context and that their young women and young men can graduate with skills that are relevant and Marketable to employers.
- World Vision youth livelihood programming must address both supply and demand. It is essential that youth employment services address both demand for young employees and supply of job-ready youth. Projects must address both sides of the market equation and bridge the gap between the two.

**Assumption 2: Successful youth livelihoods are influenced by the ability of young people to understand and meet the interests and needs of the private-sector (as potential employers).**

Implications for World Vision:

- Work placements – providing young people with the opportunity to gain work experience through short term placements
- Identification and promotion of industries where youth may excel, such as tourism and IT
- Facilitation of permanent employment opportunities
- Identification of skills to inform the design of training projects capable of meeting rapidly-changing market demands and new growth sectors
- Provision of technical advice and services
- Mentoring
- Funds/investment

**Assumption 3: Young people are more likely to gain employment and remain employed if they are able to find jobs that match their needs and aspirations.**

Implications for World Vision:

World Vision projects will engage youth throughout the assessment, design, implementation and evaluation of a projects activities to capture their needs and preferences, secure buy-in and to instil a sense of investment from the participants themselves. World Vision youth livelihood programming must also be responsive to the different needs and aspirations of young women and young men. This includes taking into account any cultural bias that may constrain male or female youth from pursuing employment in a profession that is typically dominated by the opposite sex.

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- Funds/investment

Globally, the most vulnerable adolescents and youth do not have proper foundational education or job training and lack examples of how to behave in the workplace. Few opportunities exist to develop the characteristics employers are seeking, such as working in teams, professionalism, problem solving and strong communication skills.

**Assumption 4: Sustainable youth livelihoods are dependent not only on developing market-relevant technical skills, but also work-readiness and life skills.**

Implications for World Vision:

- World Vision’s youth livelihood programming will include support services that are comprehensive in nature and go beyond traditional skill training, perhaps featuring several overlapping, cross-cutting interventions. This may include:
  - Job readiness training
  - Personal and professional counselling and mentoring
Specific skill training and accreditation
Linkages to higher education
Work experience
Entrepreneurial pathways (information, training, support)
Professional networking
Volunteer opportunities
Life skills training
Leadership training
Follow-up training and support
Service learning
Support networks and promoting positive relationships with parents and peers

World Vision’s strategy and programming goes beyond just economic opportunity and economic strengthening interventions, promoting instead a multi-sectoral thematic effort.

• World Vision recognises the additional investment for programming, resources and support that may be required to reach the most vulnerable adolescents and youth.
• World Vision will need to address individual income generation in ways that promote social responsibility.

Assumption 5: Youth with a strong foundation of developmental assets have an increased likelihood of finding meaningful employment or starting a successful business.

Assumption 6: Young people are the parents of the next generation. Actively engaging youth and supporting them to become active citizens with sustainable livelihoods will help to break the intergenerational cycle of poverty and ensure that their children will live life in all its fullness.

Implications for World Vision:

• World Vision must monitor technology changes and market trends.
• World Vision must ensure that youth livelihood programming is flexible and able to respond to new technologies and market trends in a timely fashion.
• World Vision will actively invest, engage and test models of how to increase digital literacy in communities we work. World Vision will also look at protection training for youth in their increasing engagement to ensure this does not take people into a negative environment.

Conclusion

This document outlines World Vision’s Youth Livelihood and Empowerment Theory of Change. The theory of change provides a holistic perspective on how change takes place and how various sectoral approaches integrate to support this change.

Overall, it is envisaged that this theory of change will provide a strong anchor for evidence building and learning in the sphere of youth livelihood programming (including related sectors), as well as provide a framework to better equip World Vision staff, entities, sectors and projects to make strategic assessments and choices.
ANNEX 1: SKILLS, COMPETENCIES, ACCESS AND SUPPORTS CONTRIBUTING TO YOUTH READINESS

1. Basic skills

1.1 Functional Literacy

In 1978, UNESCO’s General Conference adopted a definition of functional literacy – still in use today: “A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community’s development.” The YLIG views functional literacy as the capacity to engage society and the economy through the written word. The UN has affirmed that “literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life, and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the twenty-first century.”

1.2 Numeracy

According to the Program for International Student Assessment (PISA), numeracy or “mathematical literacy” is “an individual’s capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual’s life as a constructive, concerned and reflective citizen.” As the National Numeracy organization of UK points out, this definition implies the essential skills needed for solving problems, processing information, making decisions and interpreting data. “Being numerate is about appreciating number relationships and interpreting answers, and not just about doing calculations.” In practical terms related to youth livelihoods, numeracy skills are those you need to do a job, manage your home and/or business finances, and be an engaged citizen. This can include specific skills like being able to critically assess statistics used by politicians or advertisers, being able to manage a family budget, estimate how much a bill will be, calculate how long it take to travel to a job site, or calculate a profitable price for a good or service.

1.3 Financial Literacy

This is the set of skills and knowledge that allows an individual to make informed judgements and effective decisions regarding the use and management of money and wealth. Specifically, financially literate adolescents and youth are able to:

<table>
<thead>
<tr>
<th>Value savings</th>
<th>Articulate the importance of savings</th>
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</thead>
<tbody>
<tr>
<td>Save money</td>
<td>Effectively employ strategies to build and track a safe and secure interest-earning savings fund</td>
</tr>
<tr>
<td>Track profits &amp; losses</td>
<td>Calculate and track the profits and/or losses of a business endeavor</td>
</tr>
<tr>
<td>Make and use a budget</td>
<td>Write, format and utilize a personal or business budget</td>
</tr>
</tbody>
</table>
ANNEX 2: POSITIVE IDENTITY AND CITIZENSHIP

Regarding positive identity and citizenship, we believe that adolescents and youth will be more prepared for life and work – ready for economic opportunities and ready to contribute to the wider good and care for others - when they are able to:

2.1 Positive Identity

<table>
<thead>
<tr>
<th>Maintain a positive self-identity</th>
<th>Understand their uniqueness in the world and maintain a positive sense of their identity and respect for self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a sense of purpose</td>
<td>Maintain a sense of purpose and articulate their source of achievement motivation</td>
</tr>
<tr>
<td>Understand their place in the world</td>
<td>Can analyze and explain his/her place in the wider community and in the world and articulate and deploy strategies to better her/his situation therein.</td>
</tr>
<tr>
<td>Understand who they want to become</td>
<td>Develop an understanding of the type of person they want to become and identify and take concrete actions toward this goal</td>
</tr>
<tr>
<td>Remain optimistic</td>
<td>Develop and employ effective strategies for maintaining optimism and cultivating a positive attitude</td>
</tr>
<tr>
<td>Youth are able to successfully manage self-discrepancies</td>
<td>Discrepancies between personal and social identities, as well as discrepancies between ideal, real, self-perceived and others-perceived identities are well managed by youth not ending up with serious emotional and behavioural problems</td>
</tr>
<tr>
<td>Youth have positive self-esteem</td>
<td>Youth have the disposition to experience oneself as a competent to cope with the basic challenges of life and worthy of happiness.</td>
</tr>
<tr>
<td>Youth are able practice exploration and commitment</td>
<td>Ability to decide upon their own roles through experiences that expose youth to opportunities and challenges; Reconsideration in the light of new circumstances providing clarity of identity, building maturity and competence to master their lives.</td>
</tr>
<tr>
<td>Understand who they want to become</td>
<td>Develop an understanding of the type of person they want to become and identify and take concrete actions toward this goal</td>
</tr>
<tr>
<td>Maintain healthy relationships</td>
<td>Establish and maintain healthy and rewarding relationships with peers and family members, for both personal and collective benefit</td>
</tr>
</tbody>
</table>

2.2 Citizenship

| Contribute to community well-being | Formulate ideas on how their community, country and world can be improved and plan and act towards this end, alone and with others. |
| Care for others | Show care for others and contribute positively to their community |
| Be sensitive to cultural differences | Demonstrate sensitivity to cultural differences - act with intercultural competency |
| Advocate for human rights | Articulate, understand, respect and advocate for child and human rights both for themselves and for others in their community, including the rights of girls and women, and people with disabilities. |

Cope with loss | Cope effectively with personal and social loss, abuse and trauma, communicating and taking positive action alone and with others. |
| respect authority | Take direction and respect authority in the community and workplace |
| Demonstrate integrity | Articulates what integrity is and demonstrates it in their words and actions |
| Be honest with self and others | Understand the importance of honesty with themselves and with others and communicates truth with sensitivity |
| be responsible | Demonstrate personal, professional and social responsibility in both attitude and action |
| Resist peer pressure | Employ effective resistance skills against peer and social pressure to participate in harmful or risky behavior |
| Demonstrate restraint | Demonstrate restraint against harmful or risky behavior, including unprotected sex, drug and alcohol use, gambling, impulse spending, violence, etc. |
| Balance monetary and non-monetary goals | Explain the importance of, and employ strategies for balancing monetary and non-monetary goals and priorities |
| Persevere | React positively to unexpected difficulties and setbacks, employing strategies to persevere in the pursuit of a desired outcome |
### ANNEX 3: WORK READINESS SKILLS

#### 3.1 Livelihood Preparedness

There are a number of fundamental skills that adolescents and youth should obtain in order to be ready for the world of work, these include the ability to:

<table>
<thead>
<tr>
<th>Consider a variety of occupations</th>
<th>Identify and consider a variety of occupations that provide an opportunity to earn money and reflect on the values they bring to one’s self, one’s family and society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand requirements of success at work</td>
<td>Understand what skills and competencies are required to succeed in work and where to acquire these</td>
</tr>
<tr>
<td>Match work with personal values</td>
<td>Assess personal attitudes and aspirations in relation to work and determine what work opportunities match their individual values</td>
</tr>
<tr>
<td>Distinguish between entrepreneurship and employment</td>
<td>Recognize the risks and rewards of entrepreneurship vs. wage employment in sustaining one’s livelihood</td>
</tr>
<tr>
<td>Articulate preference between entrepreneurship and employment</td>
<td>Understand the difference between employment income and earning money as an entrepreneur and articulate a preference based on personal aspirations, aptitudes and preferences.</td>
</tr>
</tbody>
</table>

#### 3.2 Employment Skills

For youth seeking formal employment, there are a number of additional and specific skills that should be acquired. These include the ability to:

| Create an employment plan | Describe the pathways to employment and develop a basic plan to gather the skills and knowledge required for a desired or anticipated domain of employment |
| Stay safe at work | Understand how various occupations involve different working conditions and know about workers’ rights regarding safety and hazardous conditions. |
| Prepare a CV | Prepare a well-formatted and well-written CV |
| Prepare a cover letter | Prepare a well-formatted and well-written cover letter |
| Fill out a work application | Prepare an application form for work as required |
| Interview effectively | Effectively employ communication and presentation skills during a professional interview |

#### 3.3 Entrepreneurship Skills

For youth seeking to start or grow their own business, there are a number of additional and specific skills that should be acquired. These include the ability to:

| Identify and act on opportunities | Identify and act on opportunities to meet personal, social and/or economic needs - in particular the ability to see opportunities for profit in the marketplace |
| Identify factors in business success | Describe the reasons why businesses may succeed or fail and be able to identify key actions necessary for entrepreneurship success |
| Write a business plan | Develop a business plan for an enterprise to capitalize on a social or financial opportunity |
MANAGE RISK

- Identify, assess and choose to take risks and to manage these as unexpected changes or outcomes occur.

SET A PRICE

- Calculate an appropriate price for a good or service, understanding the concepts of production costs, breaking even, profit, competition, and value pricing.

MARKET PRODUCTS/SERVICES

- Explain how to market one’s products or services effectively.

ACT LIKE AN ENTREPRENEUR

- Apply the basic skills and behaviours of entrepreneurship to their business endeavors, including risk, initiative, organization, confidence, communication, and collaboration.

KNOW WHEN AND WHERE TO ACCESS CAPITAL

- Describe and calculate the need for capital and other requirements necessary to launch and conduct a business and can explain how they can gain and manage these, as appropriate.

COMPLY WITH LEGAL REGULATION

- Find and describe the relevant laws that regulate their chosen business endeavor and protect consumers.

3.4 Technical and Vocational Skills

Whether a person wishes to seek employment or be self-employed, they must have the capacity to produce a good or service that has economic value in an accessible marketplace. For many, this means specialized schooling or training in a specific vocation, such as carpentry, wielding, hospitality, or cell phone repair. Some youth workforce development projects focus on the provision of technical vocation education and training (TVET) as part of the intervention to equip youth for the world of work.

3.5 Experience with Work

Experience with work is not only important for a youth to develop their work skills on the job, but also to develop their credibility in the labour market. An experience with work often provides a young person with opportunities to develop many of the critical soft skills for life and work (see below). In addition, an experience with work enables a young person entering the labour market to provide a work reference, which can help open doors to new job opportunities. There are a number of ways to gain experience with work before one obtains their first “real” jobs: apprenticeships, internships, and volunteering.

ANNEX 4: SOFT SKILLS FOR LIFE AND WORK

There is evidence indicating that soft skills are in high demand by employers, and are often more valued than general or industry-specific knowledge. Life skills teach youth to communicate clearly and help them to recognize economic opportunities, increasing the probability of employment in the future. These behavioural skills are particularly relevant to disadvantaged, out-of-school youth that come from difficult backgrounds and challenging life circumstances, who are far less likely to have been exposed to an environment of life skills development than their counterparts. We believe that adolescents and youth will be more prepared for life and work - ready for economic opportunities and ready to contribute to the wider good and care for others - when they are able to:

- Take initiative - act positively to change one’s circumstances and future
- Solve problems - employ effective critical thinking skills to solve problems, both alone and in groups
- Work effectively in teams - develops and employs effective cooperation and teamwork skills to elaborate, plan, accomplish and assess joint tasks with other persons, groups and/or institutions
- Plan - plan multistep actions over increasing time horizons
- Organize - organize thoughts, actions, and items in useful and rational ways
- Make decisions - make difficult decisions in timely and rational ways
- Prioritize - recognize the relative importance of things and order their values, goals, and actions according to priority
- Manage time - understand the importance of, and employ effective strategies to manage time
- Manage stress - develop and employ effective strategies for managing stress
- Understand different perspectives - display advanced analytical skills through demonstrating the ability to articulate and summarize diverse perspectives
- Manage conflict - take an active role in mediating and resolving conflict in healthy non-violent ways, including knowing when it is appropriate to avoid, delay or engage in conflict.
- Take critical feedback - invite and respond positively to critical feedback and consider and learn from constructive criticism
- Communicate professionally - use professional communication through words, body language, and active listening
- Speak in public - employ effective public speaking skills, able to convince, mobilize and entertain others as appropriate

11. Ibid 49
13. Ibid 55
Adapt | Demonstrate flexibility and adaptability in thought and action as information and circumstances change
Research | Use investigative and research skills to better understand their world
Provide good customer service | Identify opportunities to improve customer service and initiate action to provide good customer care and service
Appear professional | Dress and groom appropriately for work
Demonstrate good work ethic | Develop and demonstrate a strong work ethic, including taking pride in quality and working hard with little supervision
Be punctual | Employ effective strategies to plan ahead, take delaying variables into account, and manage time in order to arrive on time with dependability
Remain teachable | Maintain a posture of humility and readiness to learn from others

ANNEX 5: ACCESS TO SERVICES, MARKETS AND INFORMATION

5.1 Labour Market Information
A labour market is an environment where employees and employers interact and exchange work for wages and salaries.

Lack of labour market information persists as one of the largest barriers for young people finding and sustaining employment across the world. Access to timely and focused information on local labour markets is essential as it helps young people to:
- make decisions about their future career development by understanding the needs of the labour market;
- manage employment and wage expectations; and
- identify current and future job market opportunities (this is especially relevant for young people who want to start their own business).

It is also critical that young people know where to find labour market information should they choose to access it. This information can be available through personal and professional networks, mobile technology, online platforms as well as government departments (for example, the Ministry of Agriculture).

5.2 Goods and Services Market Information
Goods and services market information provision has positive benefits for young people, particularly those who are engaged in agriculture or have their own enterprise. Up-to-date, or current, market information enables farmers, business owners or traders to negotiate with urban consumer demand, including those related to new crops. It also permits traders to make better decisions regarding the viability of intra or, perhaps, inter-seasonal storage.

Well-analysed historical market information enables farmers to make planting decisions in line with urban consumer demand, including those related to new crops. It also provides traders with a position of greater strength. It also facilitates spatial distribution of products from rural areas to urban areas and between urban markets by sending clear price signals from urban consumers to rural producers regarding quantities and varieties required.

As with labour market information, it is also critical that young people know where to find goods and services market information should they choose to access it. This information can be available through personal and professional networks, mobile technology, online platforms as well as government departments (for example, the Ministry of Agriculture).

5.3 Age-Appropriate Financial Services
We regard age-appropriate financial services as those that respond to the savings, borrowing, and risk mitigation needs of youth clients. Age-appropriate financial services can play a critical role in enabling youth to invest in employment and education opportunities. Financial products targeted at adolescents and youth often only differ slightly from those that are offered to adults, including low or no minimum balance saving accounts, and alternative guarantees for credit. The major product differences lay in marketing (i.e. attractive colour schemes/special logos and tailored messages for young people) and delivery mechanisms (i.e. thinking outside the branch) and in the accompanying non-financial services (i.e. financial education and entrepreneurship) critical for building a young person's capacity to save, manage their money, and generate income.

Emerging best practices indicate that young people benefit the most from financial services when these are offered in conjunction with non-financial services, such as mentoring, financial education, internship opportunities, health education, livelihood skills training, and social asset building.

ANNEX 6: SUPPORTIVE NETWORKS AND RELATIONSHIPS

6.1 Supportive Relationships with Peers, Family, and Adults
Supportive relationships are essential for health and well-being across the lifespan. The relationships formed in early life impact an individual's personal outlook as well as their perceptions of others. These relationships affect their future relationships and well-being. Throughout early and late adolescence, supportive relationships with adults and peers are associated with positive development.

In particular, adolescent-parent relationships are associated with positive adolescent outcomes, including school motivation, good mental health, lower rates of alcohol and illicit drug use, lower rates of delinquency, and less school misconduct. Adolescents and youth who have supportive relationships with non-familiar adults are also important. Adolescents and youth who experience more frequent and high quality contact with non-parental adults have fewer behavioural problems. These interactions with supportive adults are especially beneficial for adolescents who may not experience or perceive positive relationships with their parents. While some examples of non-familial adult-youth relationships include those between youth and a religious leader; teachers; coaches, and formal mentoring relationships, often-underestimated relationships are those developed between youth and adult staff in afterschool and youth development programming.
6.2 Positive Affiliations and Networks, and Economic Cooperations

Positive affiliations and networks, and economic cooperations can all be classified under the heading of individual social capital. Individual social capital is defined as “a dynamic, social, spatially, culturally, temporally and economically embedded group, network, or constellation of social relations, which has the young person at the core of the constellation.”

Individual social capital is critical to young people as they seek economic opportunities. In developing economies, due to a lack of labour intermediation services, positive affiliations and networks with both community members and the employers are often the most effective way of young people finding informal or formal employment opportunities.
Further Information:

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