POCKET GUIDE

Youth Livelihoods Development Approaches

World Vision

Introduction

This Pocket Guide compliments the Youth Livelihoods Development Approaches Document. The goal is to provide field-level practitioners with a summary that can be taken to the field as a quick reference guide on considerations and strategies designing projects with youth and when working with youth on livelihoods.

This guide might be useful when you've done a community needs analysis and identified one or more of the following issues:

◆ Youth can't find a job
◆ Youth don't have the right skills for the job market
◆ Youth don't have the skills or resources to start an enterprise
◆ Education is not preparing youth for employment

This Pocket Guide will help you design a project, by profiling youth, assessing market demand and linking these findings with the most effective programming option. The options presented draw on international best practices in addressing youth enterprise & workforce development programming in informal and formal sectors. The needs of youth are diverse and several overlapping, cross cutting interventions, will be needed with partners working in an integrated and coordinated way.

Acknowledgements

Acronyms Used

ADP	Area Development Programme
CBC	Community Business Council
ICT	Information and Communications Technologies
ICT4D	Information and Communications Technologies for Development
LVCD	Local Value Chain Development
MFI	Microfinance Institution
SG	Savings Group
WV	World Vision

Finding Your Way Around

1. ASSESSMENT

1.1 Profile Youth

All youth are not the same!

There is no homogenous group of 'youth' but there are many segments or sub-cohorts, whose needs and goals differ by age, gender, education status, workforce participation and beginning skill level. This checklist provides useful guidance on what segments to look for:

Socio-Economic Background

- Age
- Gender
- Family status
- Income
- Ethnicity
- Geographic location
- Urban/ rural

Education Status

- No formal schooling
- Dropped out of Primary
- Completed Primary
- Completed High school
- Literacy level
- Numeracy level

Employment Status

- Employed
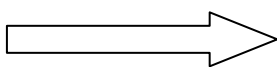- Self-employed
- Unemployed looking for work
- Under-employed
- Helping in family farm or enterprise

Work-related Skills Competency

- Life skills
- Employability skills
- Information technology (IT) skills
- Technical/vocational skills
- Experience in self employment

➡️ *Decide on youth segments to prioritise.*

Example: Girls aged 15-24 who are out of school and looking for work.

1.2 Assess Livelihood Assets

Focus on the capacities and strengths, then identify needs and gaps.

Human Capital
◆ Life skills
◆ Personal attributes
◆ Entrepreneurial attributes
◆ Employability skills (IT skills, technical / vocational skills).
◆ Sources of skills: eg: family farm or business

Social Capital
◆ Supportive adults (including extended families and communities)
◆ Youth groups
◆ Mentors
◆ Producer groups
◆ Sectors or markets youth are engaged in

These young people have livelihood assets which include tools, access to fertile land, farming knowledge and support from peers.

Financial Capital
◆ Savings, credit, wages, remittances, access to start up capital
◆ Linkage to a bank, microfinance, or saving group
◆ Existing livelihood strategies
◆ Contribution to family income

Natural Capital
Access to:
◆ Land (how much, soil quality, tenure?)
◆ Water (irrigation, rainfall consistency)
◆ Forestry / fishery resources

Physical Capital
Access to:
◆ Tools and equipment for production
◆ Infrastructure, transport, ICTs (eg: mobile phone network)
◆ Agricultural resources (seeds, fertiliser etc)

KEYS TO SUCCESS

Recognise the different ways young people already contribute to household income and look for sources of support for their livelihoods from within their informal networks.

1.3　Assess Market Demand

All **sustainable** youth livelihoods programming is **market driven,** with youth participation.

Many youth projects fail because they are supply-driven – they focus on youth in isolation and don't look at market demand. To be sustainable, projects must link the capacities and resources of youth identified in the assessment of livelihood assets (1.2), with the areas of greatest employment potential. Projects can do this by conducting a labour market assessment or market research to identify enterprise opportunities.

TOOLS TO HELP ASSESS THE MARKET

*Website references for accessing the following documents are available in the **Key Resources Section** at the end of this guide.*

- ✓ **Market Research:** For a number of excellent, detailed tools to assess labour demand and employment opportunities, as well as potential opportunities for enterprise creation, through observation of market supply and demand, see: Market Assessment Toolkit for Vocational Training Providers and Youth, Oct 2008, Women's Commission for Refugee Women and Children.

- ✓ *Value Chain*: If using value chain development, there are a number of assessment tools in the 'Value Chain Development Approach' document, in particular, see the Interview Guides in Annexes 1 and 2.

- ✓ **Community Youth Mapping:** tool for engaging young people in canvassing their communities to document community-based resources, needs, and opportunities.

- ✓ **Economic Development Tools:** analysing the root causes of poor economic development and bringing together stakeholders to find new opportunities to improve or expand economic development ventures. These tools are being piloted through World Vision Australia. Contact Janet Akob (Janet_akob@wvi.org).

KEYS TO SUCCESS

◆　Involve Youth!

- ✓ As researchers
- ✓ In the research design
- ✓ In data analysis

Engaging youth from the initial stages ensures ownership of the project and enhances youth skills.

Assessment - Summary

By the end of the assessment of market demand, there should be some broad information about where the opportunities for employment or self employment are. The assessment of livelihood assets in 1.2 should have generated some information about strengths to build on and needs and gaps to address. We are now ready to bring these elements together in the project design.

2. PROJECT DESIGN

Addresses:

Youth **readiness** to work   Youth **access** to work
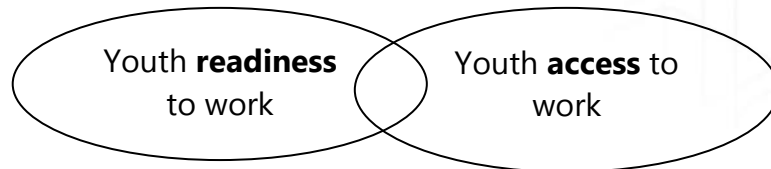
Youth livelihood programming needs to address both:

1. READINESS: How can the project help youth be ready for employment or self employment?
2. ACCESS: How can the project enable youth to access market opportunities to find or create a job?

Readiness oriented programming builds human capital (skills, knowledge, attitudes) through vocational training, life skills training, literacy and numeracy training.

Access oriented programming creates linkages between youth and the market and helps build the physical, natural or financial capital needed to find or create a job. Program strategies include mentoring, apprenticeships, business facilitation, private sector linkages and micro-franchising.

Youth programming needs to consider both the readiness and the access, of youth, to opportunities for self employment or employment. For example, young people may have obtained the skills to be motorbike mechanics through vocational training and even be given the tools, but not know how to establish a business or find customers. Many youth projects fail by focusing on youth in isolation, without considering market demand or how to connect youth to employers/buyers.

The following programming options will enable staff to find a range of approaches to address the gaps in youth assets to enable them to either enter the workforce, or start a business.

Youth Livelihoods Programming Options

2.1 Readiness-oriented Programming

2.1.1 Out of School Training Programmes

Vocational training, business training, financial education, life skills training, job readiness training, specific skill training and accreditation, linkages to higher education, entrepreneurship.

KEYS TO SUCCESS :

- ✓ **Training design should be market driven:** WV can help training providers ensure that youth graduate with skills that are marketable to employers, or enable them to start enterprises which will have a viable customer base.

- ✓ **Encourage commercially viable local training providers** to ensure training continues to be offered after the ADP phases out. Youth projects can offer subsidies to encourage providers to commence youth training programmes, until they find ways of providing the training on a commercial basis. Charging youth for the training results in an attitude whereby youth demand something that is of value and providers must maintain quality.

- ✓ **Training should build on livelihood assets:** For example, if youth are engaged in fishing or dairy cattle-raising, numeracy training might use practical examples such as scales for weighing fish or measuring milk production. Business training might develop the skills of youth to turn their existing activities into commercially viable enterprises.

- ✓ **Meet diverse training goals:** Training should be designed to enable youth to reach their differing goals. For some youth this will be self employment, for others the skills to get a job, a chance to enter formal education, or a second chance to return to school.

- ✓ **Accessibility:** Make training accessible to youth who are juggling demands of family, farming or other educational activities. This may include providing childcare, or offering training in blocks, rather than one long course, which accommodates youth who need to move in and out of training. Use gender inclusive language and messaging in the training curriculum.

- ✓ **Integration with other services:** Training projects are best offered in conjunction with other projects, services and partners. This ensures training is not handled in isolation, but other needs can be met and barriers to participation effectively addressed.

2.1.2 Sports for Development

Sports can be an effective way of engaging disadvantaged youth who lack both networks and the attitudes and attributes which are essential to entrepreneurship and employment. Sports can be used as part of livelihood programming to attract youth and build qualities such as risk taking, confidence, self discipline and team work. A World Vision ADP established Capoeira groups who perform this traditional Brazilian martial art at events. In WV Kenya, a number of youth groups engage in sporting activities (including acrobatics) to foster peace, and generate income. Through sports, these young people develop self esteem, a sense of achievement and learn pre-employment skills of reliability, working in groups and mastering a new art.

2.1.3 Service Learning

In service learning, youth have an opportunity to combine their life or work skills training, with community service work or being involved in social entrepreneurship. Youth can work on 'student run enterprises' where they learn to work in a team, manage their time and apply IT and marketing skills. Youth can use these skills to either graduate to employment, or start their own enterprise.

2.1.4 Peer support groups

Youth clubs can help youth build networks and confidence. In Georgia, youth in entrepreneurship clubs are trained and encourage each other to develop entrepreneurial attributes such as, innovation, leadership, perseverance and problem solving, goal setting, motivation, risk and financial responsibility.

PITFALLS TO AVOID

If unemployed, unskilled and disadvantaged youth are in a peer support group together, they can become isolated. One strategy is to include business mentors who connect youth with the social networks they need.

2.2 Access Oriented Programming

2.2.1 Mentors and business coaching

Mentors can help entrepreneurs connect with the market. Business mentors can use their networks and relationships to help youth gain entry into the job market. A mentor can offer business coaching with practical advice and step by step guidance on starting or growing an enterprise. Mentors can help young people identify business opportunities and develop their products in response to consumer demand by providing ideas on improving quality, advertising, labelling, distribution as well as finding more lucrative markets.

This young man would like to start a business, and first gets advice and guidance from an experienced entrepreneur.

KEYS TO SUCCESS**:**

- ✓ **Identify local mentors who are respected by youth:** offer them training to be mentors.

- ✓ **Business coaches should not be too academic** or with skills limited to the formal sector, but able to provide practical advice and guidance to youth who are more likely to be working in the informal sector.

- ✓ **Include a mentorship component** in a food security or economic development projects to encourage the participation of girls, keep youth engaged in the project and help them implement what they've learnt.

- ✓ **Promote personal big-brother, big-sister mentors.** See Value Based Life Skills for Adolescents Project Model (Key Resources Section).

2.2.2 Business Facilitation Project Model

World Vision has a project model called 'Business Facilitation'. A youth inclusive Business Facilitation project is an effective way of enabling youth to start or expand an enterprise. The project starts with a *Community Business Council,* which works towards improving the business environment to enable businesses to grow. A business coach is employed to provide individual business owners with the tailored information and support they need to start or improve their businesses.

KEYS TO SUCCESS

The project model could be adapted to meet the needs of youth by:

✓ appointing representatives who are good youth mentors on the *Community Business Council.* The CBC could also prioritise the needs of youth and identify specific barriers to employment and enterprise faced by youth.

✓ the coach could provide business coaching, mentoring and training specifically to young people.

2.2.3 Apprenticeships

An employer teaches the apprentices their trade and in exchange, apprentices continue to work for the business for an agreed period. Apprenticeships can give youth on-the-job training, technical skills and inside business knowledge.

PITFALLS TO AVOID

✓ Businesses often lack incentives or motivation to offer apprenticeships.
✓ Some employers require apprentices to first pay an upfront entry fee.
✓ Some employers don't train youth but treat them as cheap labour.

KEYS TO SUCCESS

✓ Establish a local youth business council and develop partnerships between the council and local businesses to develop incentives to motivate businesses to take on apprentices. Incentives may include one-off grants, guarantees, or access to government programmes for businesses employing youth apprentices.

✓ Explore ways youth can pay for the apprenticeship entry fee and / or tools and clothing required. For example, linking youth to savings groups or microfinance institutions.

✓ Promote informal apprenticeships, for example in enterprises run by the extended family of a young person.

✓ Encourage employers to offer internships (short-term, unpaid work experience). Internships provide an opportunity for youth to engage with the labour market and learn essential relationship and business specific skills that make them more employable.

2.2.4 Transition to Work Programmes

These programmes address the gap between what young people learn (at school or in vocational training programmes) and what employers need.

HOW?

- ✓ Facilitate a strategic partnership between schools and / or training institutes and private sector partners.
- ✓ Develop a plan to equip students with the skills they need for productive employment, such as computer skills and life skills training (negotiation, time management).
- ✓ Link students to pre-employment experiences (internships or school-based enterprises)
- ✓ Example: WV Swaziland - 'Youth Compensation project'. Partnering with 20 youth centres, training youth in work-based skills. Youth are then attached to companies for apprenticeships for a period of 12 weeks or given a business start-up grant.
- ✓ Assess local employment opportunities for youth. Create linkages with hiring companies, potential employers, or establish a contract with companies providing jobs for youth. Connect youth to government programmes and subsidies involved in job creation.

2.2.5 Private Sector Partnering

Forging partnerships between companies, government and community organisations working with youth, has the potential to have a large scale impact on youth employment. Youth projects can engage and motivate businesses and potential employers to: act as mentors, offer short-term work experience placements or to help design market driven projects and training, by advising on changing market demands and growth sectors.

EXAMPLES

- ✓ A youth chicken raising project in Kenya partnered with a supplier. KenChic Ltd supplied the girls with high quality day-old chicks and as an after-sales service, trained the girls on poultry management.
- ✓ In India, a business-to-youth network was created, bringing together government officers, rural women's federations and private sector representatives. 80% of trained youth were successfully placed in jobs in companies such as Dell, Microsoft, Pizza Hut, Tata companies and Hindustan Unilever.

For further guidance see: Integrating Very Poor Farmers Into Value Chains: Field Guide, Chapter C: Working with the Private Sector (reference in Key Resources Section 5 of this pocket guide).

2.2.6 Information & Communication Technology for Development (ICT4D)

Developing youth IT skills for employment

Telecentres

Establishing telecentres with computers, printers and computer courses, enables community members to improve their computer skills. With access to computers and the internet, people can look for jobs; type resumes; print brochures to advertise a new business; type invoices; keep their accounts; or even do graphic design for a customer. The telecentres increase access to employment and support new enterprises.

Young people at a Telecentre in Nepal
Source: UNESCO Portal

Business Process Outsourcing (BPO)

Youth can be trained in IT skills and contracts obtained from companies to contract out specific operations or responsibilities to the youth. BPO is a global phenomenon and World Vision is in the beginning stages with a new project in Ghana. See Annex 12 of the Youth Livelihoods Approaches document for further details or contact lou_august@wvi.org

2.2.7 Micro-franchising – 'Business in a Box'

Youth are connected to (and ideally supported by) an existing business, which has a brand, product, suppliers and know-how and they run a franchise of this business. In one example from Street Kids International, youth were given a dumpling cart and taught how to make dumplings; they then went out making and selling dumplings in pairs. In other NGOs, youth extend a franchise by running a kiosk selling the franchises' products in their local area.

The key role for WV in micro-franchising is that of facilitator – making connections between youth and franchising opportunities. For example, in a micro-franchising pilot in Tanzania, WV is supporting micro-franchise partners in recruitment and selection, identifying financing options, creating awareness, training and monitoring.

A young woman with a franchise business selling essential health products.
Source: Living Goods

2.2.8 Youth Inclusive Local Value Chain Development Project

Local Value Chain Development is a World Vision project model which builds the capacity of producer groups (typically in agricultural sub sectors) to identify their own market needs and opportunities, with the support of a market facilitator.

LVCD projects employ a market facilitator, who works with producer groups to research and analyse their value chains and markets so that they can make decisions for better production and marketing. This may include pursuing new market opportunities by producing cooperatively (to increase production quantities and continuity of supply) and improving quality.

To do this, LVCD projects support producer groups to improve their agricultural techniques, as well as business and financial literacy and access to market information. Long term, the market facilitator coaches community producers as facilitators, who take over the role of mobilising producer groups, collecting market information, negotiating prices and finding new buyers.

EXAMPLE

An LVCD project trained producers in organic cocoa farming. As a result, yields were tripled, cost of inputs decreased and they accessed new markets, due to increased production volumes.

CHALLENGES TO OVERCOME
- ✓ Young people often lack access to land and tools for farming.
- ✓ Young people may not readily engage in an LVCD project.

KEYS TO SUCCESS
- ✓ Youth may be represented in the leadership of producer groups, either directly or through a mentor representing their interests.
- ✓ Form a producer group comprised of youth.
- ✓ Train youth producers as 'local market facilitators'.
- ✓ Link youth to pre-training (for example, in literacy and numeracy) so they can access the LVCD training.
- ✓ Find ways youth can be involved, even if they don't have land or aren't primary producers. In mango farming in Ethiopia, youth became involved in pruning, picking and packing and other aspects of mango production.

Select value chains where:
- ✓ Young people can meet the requirements for skill and assets (land, machinery etc).
- ✓ There are quick wins to be made, so youth don't have to wait for a long time before reaping some monetary reward.
- ✓ Risks are lower. In order to avoid increasing the vulnerability of youth it may be preferable to accept a slightly less lucrative market opportunity, which is lower risk.

2.2.9 Access to Natural and Physical Capital

The market research may identify a market opportunity, which youth are prevented from accessing due to lack of physical and natural capital. This may include a lack of: land for farming; space at home from which to start an enterprise; tools, equipment or clothing for employment or enterprise creation. Projects can address these needs through:

- ✓ **Advocacy** – for example, to address lack of tenure over housing and land where orphaned youth aged less than 18 years are prevented from inheriting their farmland or housing.
- ✓ **Smart subsidies** could be offered on a short term, declining basis, to help very poor producers or entrepreneurs become economically active. It may include cash or asset transfers, vouchers to purchase goods or services, or use of community-owned land in return for a share of the proceeds from sale of the crop.
- ✓ **Facilitating access to finance** to purchase the necessary tools or equipment.

KEYS TO SUCCESS

Provide incentives that reward accomplishments. For example:

- ✓ Graduates of vocational training programs with a business plan can receive a set of tools, work clothing, or access to the internet for market information.
- ✓ Youth entrepreneurs who are successful in the start up phase of the enterprise are supported to borrow from a microfinance institution. Make sure entrepreneurs don't know if the project facilitated a loan guarantee or it may affect motivation to repay.
- ✓ The Value Girls Program in Kenya gave one free chick, for each chicken raised; thereby rewarding girls who successfully learnt to raise the chicks.

PITFALLS TO AVOID

- ✓ Avoid blurring the distinction between a grant and loan, or providing 'soft loans' that compete with MFIs or undermine good repayment culture.
- ✓ Avoid giving away items that are often sold or swapped.
- ✓ Avoid developing a dependency mentality, rather than partnership.

For more detailed guidance, see 'Smart Subsidies', p46-48; Integrating Very Poor Producers into Value Chains: Field Guide.

2.2.10 Access to Financial Capital

World Vision has two strategies for providing access to financial services in the communities where they work: microfinance institutions and savings groups.

Savings Groups (SGs)

SGs are time limited, informal community groups, which engage in saving small amounts and loan out these savings amongst each other. It reaches people who do not have access to basic financial services, including those from extremely poor and remote areas.

Savings groups work best in places and among groups where formal financial services are either inaccessible, or not suited to their needs. Savings groups can develop a saving mentality and encourage self-reliance, with the potential to use the savings generated by the share-out for self employment, school fees, home repairs and other priorities. For further information see World Vision's Savings Group Project Model.

Youth in Savings Groups

When young people save, they learn about financial management without the risk of becoming indebted. In fact, most young people finance their school expenses and start up capital for enterprises from savings (or help from friends and family), not from loans.

Youth can either join SGs comprised of adults, or form their own youth-SGs. Including youth in adult SGs can deepen the social networks of youth and enable them to make a positive contribution. Often young people are more literate than adults in the community and can take up roles such as group treasurer or secretary.

Many Youth Saving Group projects provide youth with financial education, using materials that are attractive to youth. Street Kids International has a 'Street Banking Toolkit' and through a series of stories, interactive games and activities, youth learn the importance of savings, how to manage a loan and how to create a credit circle. See http://www.streetkids.org/what_we_do/street_work.php. Similarly, Aflatoun (www.aflatoun.org) are developing financial education materials for youth (Aflateen) and some WV National Offices are piloting a partnership with Aflatoun.

Microfinance

World Vision has 34 microfinance institutions (MFIs) around the world, which are managed through its subsidiary, VisionFund (www.visionfundinternational.org). Microfinance is provided through guarantee groups. Members of community banks do not need collateral, but guarantee one another's loan.

PITFALLS TO AVOID

- ✓ Youth service organisations should not manage microfinance (leave it to the MFI, or partner financial institution).

- ✓ Don't mix savings group and microfinance methodologies by injecting external capital into SGs. SGs should only be funded from members' own savings.

- ✓ Don't rush youth into credit. Encourage youth to start with savings, or for disadvantaged, vulnerable youth, start with grants. Youth inexperienced in business and managing finance are often more vulnerable. A bad loan in a group can damage social networks and cause impoverishment.

Other Financial Services

Commercial banks are increasingly operating in rural areas and offer free savings accounts with low minimum balances. Youth may need the assistance of a mentor in completing registration forms to open a bank account, in getting official IDs or support or just in getting the confidence to go to a formal institution. Youth can also be supported in accessing mobile banking as a way of paying suppliers and receive payments from customers securely.

3. CRITICAL SUCCESS FACTORS IN YOUTH PROGRAMMING

- ✓ **Facilitate participation of youth**, from the assessment stage onwards. Avoid a 'service delivery' approach but maximise youth ownership of the project at each step. See Community Youth Mapping toolkit in the Key Resources Section at the end.

- ✓ **Co-investment by youth**. Start out by setting the expectation that there's no free stuff; avoid giving a 'sitting fee' for joining in workshops. Less motivated members may drop out. Instead but develop a range of smart subsidies which reward achievement.

- ✓ **Quick wins:** Youth tend to be mobile, dynamic, quick to judge priorities, and are sensitive to opportunity costs. Therefore include initiatives which will have both short term and long term outputs. With some initial tangible benefits, youth will persevere with longer term strategies.

✓ Offer youth a **variety of pathways to employment**. Not everyone can be an entrepreneur! Therefore use a two-pronged approach of *enterprise* AND *workforce* development.

✓ **Youth employment projects need partners in order to succeed**. Without employers, customers and buyers, there will be no job or enterprise! Work in partnership with government, private sector, educators, community organisations and market actors (buyer, suppliers, providers of market services).

✓ **World Vision's optimum role** is to facilitate linkages between youth and training providers, entrepreneurship opportunities, local businesses and employers. WV is neither direct training provider, nor enterprise owner.

4. GENDER SENSITIVE PROGRAMMING

It is essential to consider and address the different needs, constraints and barriers to participation faced by young women, when designing and implementing livelihoods programmes.

CHALLENGES TO OVERCOME

✓ The productive activity of girls is often viewed as being small and insignificant.
✓ Many livelihood projects prefer to invest in the larger business activities of men.
✓ Girls may face more negative attitudes and discouragement for their productive efforts from community members and their family.
✓ Women and girls are more likely to be employed in labour intensive, low pay jobs.

A group of young women in Vietnam successfully raise chickens – the group leader takes her turn to feed them!

PROMOTING THE PARTICIPATION OF YOUNG WOMEN

✓ Value the ways girls contribute to household food security in food preparation, trading, rearing livestock and kitchen gardens. Build on these capacities and strengths.
✓ Recognise that girls need the buy-in and support of family, spouses and boyfriends to effectively engage in a project. Cultivate their support.
✓ Create girl-only "safe spaces" where girls are encouraged to speak freely and build confidence. Openly discuss questions of discrimination and inequality in society, such as unequal pay and job conditions, male-dominated attitudes, vulnerability to harassment and sexual exploitation.
✓ Measure the effectiveness of projects in engaging young women, by disaggregating data by gender.
✓ Ensure young women are safe in mentoring relationships, internships and jobs.

5. KEY RESOURCES

World Vision Project Models:
- · Value Based Life Skills for Adolescents
- · Savings Groups
- · Local Value Chain Development
- · Business Facilitation

www.wvdevelopment.org/ click on: programming tools→ project models and ADAPTS→ specialised project models

Other World Vision Resources

Youth Livelihoods Development Approaches Document
*www.wvcentral.org/*Click on: Communities of Practice→ Economic Development→ Resource Library →Youth Livelihoods Development Approaches. Or copy this link:
https://www.wvcentral.org/community/aed/Documents/Youth%20Livelihoods%20Development%20Approaches.pdf

Value Chain Development Approach
*www.wvcentral.org/*Click on: Communities of Practice→ Economic Development→ Project Models→ Local Value Chain Development→ PM Local Value Chain→ Document Library→ Guidance for Value Chain Development Approach

Integrating Very Poor Producers Into Value Chains: Field Guide
*www.wvcentral.org/*Click on: Communities of Practice→ Economic Development→ Resource Library (alphabetically listed, see 'I' – Integrating Very Poor Producers.

Economic Development Tools
These tools are being piloted through World Vision Australia and the Southern Africa Region Food Security and Economic Development Learning Centre. Contact: Janet Akob (Janet_akob@wvi.org)

Economic Development Assessment (EDA) Tool
A participatory diagnostic instrument to analyse the root causes of poor economic development within a geographic area through a local level economic development assessment process.

Stakeholder Mobilization for Economic Development Tool
A community engagement tool that combines Participatory Rural Appraisal principles, with competitive advantage concepts. The tool involves a strategic process that promotes joint analysis of strengths, weaknesses and engages new opportunities to improve or expand the economic development ventures and thus creates/increases jobs and income for families.

Other Youth Livelihoods Resources

Think Livelihoods! Published by TEAR and Samaritan's Purse, 2011
See page 15-21; exercise in identifying livelihood assets (as outlined in Step 2 of the Assessment in this pocket guide). See p40-46 for an exercise on mapping and analysing the value chain.

www.wvcentral.org/ Click on: Communities of Practice→ Economic Development→ Resource Library (alphabetically listed, see 'L' – Livelihoods Toolkit'.

Youth Livelihoods Development Program Guide, by USAID, EQUIP3 Project, June 2008, written by David James-Wilson. Website: *http://www.equip123.net/* and search for this guide, or try this direct weblink: *http://www.equip123.net/docs/e3-LivelihoodsGuide.pdf*

Workforce Development Program Guide, USAID, EQUIP3 Project
Website: *http://www.equip123.net/docs/e3-programguidesworkforcedevelopment.pdf*

Community Youth Mapping – Promising Youth Development Strategies by USAID, EQUIP3 Project. *http://www.equip123.net/docs/e3-CYM.pdf*
Youth-centered participatory development strategy that engages young people and adults in canvassing their communities to document community-based resources, needs, and opportunities.

Market Assessment Toolkit for Vocational Training Providers and Youth, Oct 2008, Women's Commission for Refugee Women and Children.

Comprehensive tools, interview guides and focus group discussions to ensure youth programming is matched to market demand. The tools can be adapted beyond assessments for vocational training. *http://www.womenscommission.org* Enter to the search box, 'Market Assessment Toolkit' or copy this link into the browser:
http://womensrefugeecommission.org/component/docman/doc_download/463-market-assessment-toolkit-for-vocational-training-providers-and-youth-market-assessment-toolkit-for-vocational-training-providers-and-youth