

Kate Williams
Diana Contreras Suarez

business case



Youth Engagement through Employment and Entrepreneurship:

The Case for Youth Workforce Development



Prepared by

**Kate Williams
& Diana Contreras Suarez**

For more information, contact:
Social Entrepreneurship & Economic Development Unit
World Vision Australia
1 Vision Drive
East Burwood, VIC, Australia 3151
kate.williams@worldvision.com.au
jock.noble@worldvision.com.au

March 2013

CONTENTS

SUMMARY	4
1. INTRODUCTION	5
2. WHAT ARE YOUTH WORKFORCE DEVELOPMENT PROGRAMS?	6
3. WHY DO WE NEED YOUTH WORKFORCE DEVELOPMENT PROGRAMS?	6
4. HOW CAN YOUTH WORKFORCE DEVELOPMENT PROGRAMS HELP?	7
5. HOW EFFECTIVE ARE YOUTH WORKFORCE DEVELOPMENT PROGRAMS?	8
6. WHAT IMPACT CAN YOUTH WORKFORCE DEVELOPMENT PROGRAMS HAVE?	9
6.1 Financial Impact	9
6.2 Non-Financial Impact	11
7. SCOR ANALYSIS OF YOUTH WORKFORCE DEVELOPMENT PROGRAMS	12
8. WORLD VISION INVOLVEMENT IN YOUTH WORKFORCE DEVELOPMENT PROGRAMS	13
8.1 Youth as a Target Group for World Vision	13
8.2 SEED's Approach to Youth Workforce Development Programs	13
8.3 SEED's Youth Workforce Development Conceptual Framework	13
8.4 The Approach	14
8.5 Objectives	15
8.6 Guiding Principles	15
8.7 Logic	17
8.8 Theory of Change	17
9. WHAT WOULD NEED TO HAPPEN FOR WORLD VISION TO BECOME INVOLVED?	19
9.1 Alternative Approaches to Piloting	20
9.1.1 Full-Scale Approach	20
9.1.2 Emergent Approach	20
9.1.3 Modular Approach	21
9.2 Commonalities of Approaches	21
9.3 Research and Piloting under the Approaches	23
10. WHAT RESOURCES, INSTITUTIONAL INFRASTRUCTURE AND BUDGET ARE REQUIRED TO CONDUCT THE PROGRAM ACTIVITIES?	24
11. WHAT WOULD BE THE RETURN ON INVESTMENT?	26
12. HOW CAN YOUR NATIONAL OFFICE GET INVOLVED?	26
REFERENCES	27
ANNEXURES	28
Annexure 1. Hypothesis of the Financial Impact of a YWFD Program	29
Annexure 2. Details of Further Research and Piloting	32
Annexure 3. Resource and Cost Estimates	35
Annexure 4. Donors with a Youth Workforce Development Focus	41

Summary

World Vision is well positioned to leverage upon its investments in early-childhood programs by continuing to invest in children as they make the transition to youth and adulthood.

Youth Workforce Development Programs provide young people with access to context-relevant education and skill training, which lays the foundation for them to make informed choices, take advantage of economic opportunities, and ultimately have greater control over their lives. Youth Workforce Development Programs have the potential to transform the lives of hundreds of thousands of youth living in World Vision-supported communities worldwide. The Programs nurture young people's transition into adulthood, ensuring that this will be accompanied by the opportunity to become engaged, healthy, productive members of their community with dignified livelihoods. This in turn will enable them to become caring parents able to care for their children and families.

1. Introduction

This Business Case has been produced by World Vision Australia's (WVA) Social Entrepreneurship and Economic Development (SEED) Unit as an addendum to SEED's preliminary research report *'Youth Engagement through Employment and Entrepreneurship: A Review of Implemented Models and Opportunities.'*¹

Its purpose is to highlight the effectiveness of comprehensive development programs in addressing the global unemployment crisis among the youth workforce.

The Business Case sets out an approach for Youth Workforce Development Programs and argues that it is a critical means in facilitating young people's growth to become principal decision makers in their own economic and personal development as they transition into adulthood.

This Business Case:

- Defines Youth Workforce Development Programs
- Articulates a framework and approach to Youth Workforce Development Programs
- Explores the appropriateness of Youth Workforce Development Programs in the World Vision context
- Evaluates three alternative piloting approaches as well as associated resource and budget requirements
- Identifies potential costs and financial/non-financial impacts
- Offers instructions to National Offices interested in expressing their interest in piloting SEED's approach to Youth Workforce Development Projects



A young man learning technical skills which he may use to start his own electronics repair business

¹ Williams, K, Suarez, D. (2013) Youth Engagement through Employment and Entrepreneurship: A Review of Implemented Models and Opportunities, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

2. What are Youth Workforce Development Programs?

Youth Workforce Development (YWFD) programs are holistic and integrated youth livelihood programs that provide young men and women with the knowledge, skills, behaviours and attitudes relevant to the local economic context and necessary to become economically engaged in their societies.

The World Bank defines workforce development as the “*building and upgrading [of] job-relevant skills.*” It refers to “*a national, regional, provincial or sector-based system that serves a dual function: of enabling individuals to acquire technical knowledge, practical skills and attitudes for gainful employment or improved work performance in a particular trade or occupation; and of providing employers with an effective means to communicate and meet their demand for skills...*”²

YWFD programs incorporate demand-driven systems that consider the needs of both local employers and of the target youth. As such, training is grounded in the local economic context, adapted to what employers are looking for regarding appropriate technical and soft skills, or, in the case of entrepreneurship, where market opportunities lie.

Common components included in YWFD programs include:

- **Workforce education and training**, including such activities as technical and vocational training and education, job skills training, and apprenticeships;
- **Life or “soft skills” training**, such as building self-confidence, working in teams, and other interpersonal skills;
- **Financial literacy education**, including personal financial management, the importance of savings mobilisation, and how to calculate returns on investment and interest costs, among others;
- **Labour intermediation services**, including ongoing job referral (i.e., ‘help desk’) services that bring employers and workers together through print and on-line job postings, job fairs, job shadowing, job placement, resume preparation, and coaching; and
- **Entrepreneurship and enterprise development**, including support programs for self-employment and business development including entrepreneurship training, mentoring, and financial services for loans and capital.

The components or interventions included in YWFD programs vary. There is no one correct way to frame each intervention that should be included in a YWFD program; adaptations will be needed to reflect the culture and environment.

3. Why do we need YWFD Programs?

Today's generation of young people is the largest in history. Over 3 billion people – nearly half of the world's population – are under the age of 25. More than 85 percent live in developing countries where most are poor and suffer disproportionately from chronically high levels of unemployment, underemployment, vulnerable employment³ and working poverty.^{4,5}

Over the next decade, one billion young people will enter the global labour market. By 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.

² Tan, J.P., Hock Lee, K., Valeria, A., Mc Gough, R. (2011) Workforce Development in Developing Countries: A Framework for Benchmarking Under the World Bank's Initiative on System Assessment and Benchmarking for Education Results (SABER), Human Development Network, World Bank, Washington D.C., USA

³ Vulnerable employment is characterized by inadequate earnings, low productivity and difficult conditions of work that undermine workers' fundamental rights

⁴ The 'working poor' includes those working people whose incomes fall below a given poverty line.

⁵ Rusten, E., Ogasawara, T., and Brady, K. (2010) Programa Para O Futuro: Enabling Disadvantaged Youth to Build New Futures, Academy for Educational Development, Washington DC, USA

Some important trends include:

- Globally, youth make up 25% of the world's working age population.⁶
- Youth represent about 40% of the world's currently unemployed.⁷
- More than half of countries with "youth bulges" are ranked as fragile states.⁸
- Nearly 23% of working youth are 'underemployed'; living in poverty (under US \$1 a day) despite the fact that they work.⁹
- UN Habitat predicts that by 2030, 60% of the world's population will live in cities, ultimately putting a further strain on fragile infrastructures. As many as 60% of urban residents will be under 18 and unskilled.¹⁰

The world is experiencing a youth employment crisis and the challenges surrounding youth livelihoods have become increasingly complex. Four main categories of labour market constraints exist in most countries¹¹:

- Skills mismatch due to poor quality of education, limited institutional capacity or lack of relevance of curriculum to the world of work;
- Little information on job opportunities or career pathways;
- Disrupted employment due to conflict or economic decline; and
- Limited access to education or employment by disadvantaged groups.

It is clear that both the barriers and the stakes for young people in obtaining and maintaining secure employment are high. Now more so than ever, there exists a need for programs that assist youth to attain marketable-skills as well as the knowledge, behaviours and attitudes to enter the workforce or to create self-employment opportunities and maintain them in the long term.

The following sections present the case for the interventions proposed by SEED for organisations such as World Vision.

4. How can YWFD Programs help?

The area of youth unemployment is highly complex. One of the main challenges facing programs for disadvantaged youth is making it possible for these young people to permanently transform their lives and break the cycle of persistent poverty. The notion of enabling youth to gain the skills, attitudes, behaviours and perceptions needed to create a positive adulthood is not one-dimensional.

One-dimensional, simple solutions do not work for highly disadvantaged and vulnerable young people. Rather, there is a need for multi-dimensional programs that target the principal causes that perpetuate disadvantage.

Young people require a diverse range of support to teach them how to behave in the workplace and to develop the necessary skills to become engaged members of society.¹² YWFD programs address these needs through a combination of technical, life skills and practical training, job search assistance and general social support which can provide the tools that young people need in order to transition from being socially excluded to participating fully in society.

Drawing on industry 'Best Practice', the YWFD programs provide training and personal development - technical, cognitive and behavioural skills - to prepare youth for employment and self-employment opportunities.

⁶ Youth Employment Network (2012) Youth Employment Network Brochure, Youth Employment Network, Washington DC, USA

⁷ Ibid 5.

⁸ Ibid 5.

⁹ Ibid 5.

¹⁰ United Nations Human Settlements Program (2011) State of the World's Urban Youth

¹¹ GIZ (2012) Economic Development and Employment, Background, URL: <http://www.giz.de/Themen/en/32223.htm> (accessed 11/10/2012)

¹² World Bank (2006) PROMISING APPROACH # 2: Invest in Job Training Programs that Include a Mixture of Technical Skills, Life Skills, and Internships, World Bank, Washington DC, USA



Young women in a World Vision ADP

Addressing the skills mismatch which exists in many economies, YWFD programs directly respond to local employment conditions. Technical/vocational training is market-driven, and is adapted to what local employers are looking for in terms of appropriate technical and soft skills, or, in the case of entrepreneurship, where market opportunities lie. Youth are typically matched to a specific technical area based on their personal interests, background and experience, aspirations and aptitude.¹³

YWFD programs also emphasize the importance of life skills.¹⁴ There is evidence indicating that life skills are in high demand by employers, and are often more valued than general or industry-specific knowledge.¹⁵ Life skills teach youth to communicate clearly and help them to recognize economic opportunities, increasing the probability of employment in the future.¹⁶ These behavioural skills are particularly relevant to disadvantaged, out-of-school youth who come from difficult backgrounds and challenging life circumstances.

The World Bank's research on at-risk youth interventions argue that comprehensive, multi-service training programs have proved most successful, particularly in developing countries.¹⁷ The Education Development Centre similarly found that *"there is no single element of service, but rather it is an integrated continuum of education, supports, and experiences that shows the greatest results [in youth livelihood programs]."*¹⁸

A number of studies have supported this contention, concluding that the youth employment programs with the best results utilize a comprehensive intervention model that combines technical and life skills training with internship experience, job placement services and counselling support.^{19 20}

5. How effective are YWFD Programs?

Variations of the YWFD programs have yielded positive development outcomes in both developed and developing economies.

Organisations such as the Multilateral Investment Fund, the Inter-American Development Bank, the World Bank and Aide et Action have successfully adapted the YWFD approach to suit a variety of contexts including both urban and rural Latin America, Sub-Saharan Africa, the Middle East as well as South and South East Asia. For example, Aide et Action's iLEAD program has trained over 150,000 youth across South Asia since 2005, maintaining a job placement rate of 77%.

Another key example is the Multilateral Investment Fund and International Youth Foundation's flagship youth employment program, Entra21. The Entra21 program has trained over 135,000 youth in 22 countries through 59 projects in the Latin American region, achieving an average job placement rate of 54%. Of those young people employed, 78% had a formal contract and 74% earned minimum wage or better.

¹³ Ibid 50

¹⁴ Life skills can also be referred to as soft skills, interpersonal skills, and/or human development.

¹⁵ Banerji, A, Cunningham, W, Fiszbein, A, King, E, Patrinnos, H, Robalino, D, Tan, J.P. (2010) Stepping up skills for more jobs and higher productivity, The World Bank, Washington DC, USA

¹⁶ Ibid 55

¹⁷ World Bank (2006) Preparing Youth for 21st Century Jobs: 'Entra 21' Across Latin America and the Caribbean, Children & Youth Unit, Human Development Network, The World Bank

¹⁸ Education Development Centre (2012) 'Equip3 Lessons Learned: Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries', Washington DC, USA

¹⁹ Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

²⁰ Ibid

Some Impact Evaluation Results

Some of the programs that have implemented the YWFD approach have evaluated the impact of the program estimating the gains on labour outcomes and comparing the situation participants are in after participating in the program to that which they would be facing had they not participated. The main findings include:^{21 22 23 24}

- Average 5%, increase in employment rate, mainly in women and younger people
- Average 10% increase in terms of quality and formal jobs
- 17% Increase in employment wages, mainly in urban areas and in female population.
- Increased life skills, such as self-esteem, leadership, determination and strength of mind and behaviour in situations of conflict
- On average the overall cost per participant in the program is recovered within 18 months.

6. What impact can YWFD Programs have?

The following section reviews the potential financial and non-financial impacts a YWFD program may have on a community.

6.1. Financial Impact

There is evidence that YWFD programs can have a positive effect on the economic situation of youth and their families. This paper hypothesises that a YWFD program which reaches 800 young people over a four year period could generate between USD \$1.9 and \$5.7 million direct income for beneficiaries.

The authors have calculated the financial impact and using the method presented in Figure 1.

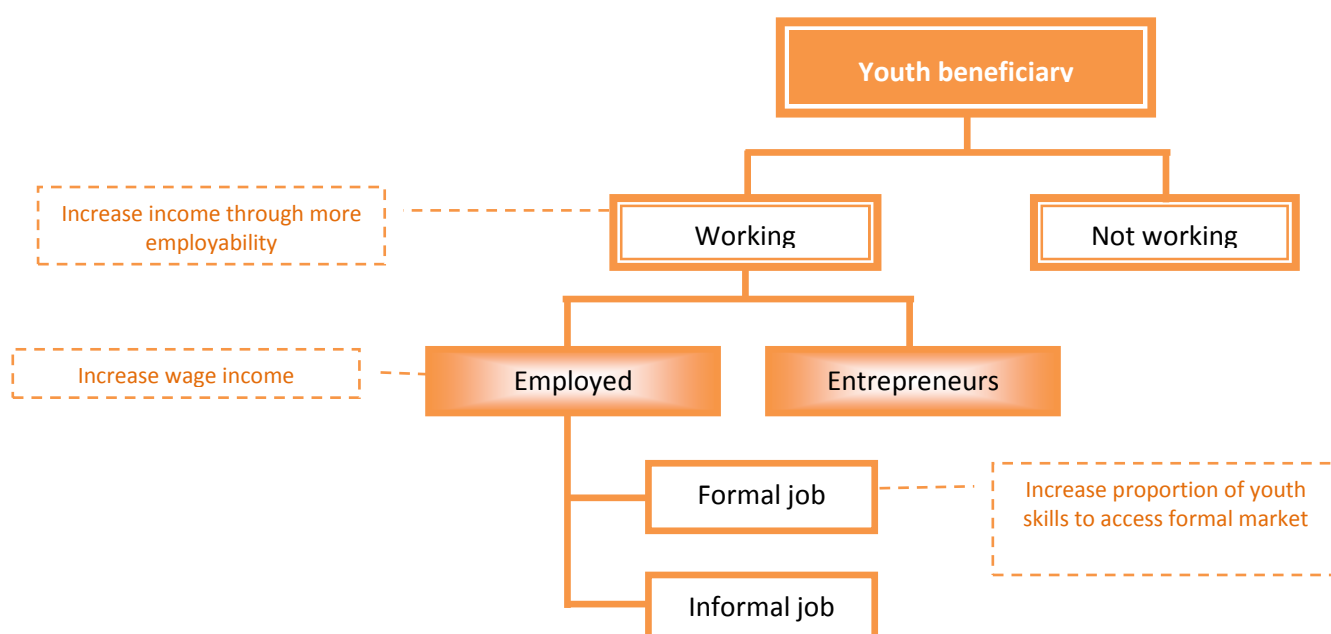


Figure 1. Source of benefits and income from YWFD program participants

²¹ Attanasio, O., Kugler, A., & Meghir, C. (2011). Subsidizing Vocational Training for Disadvantaged Youth in Colombia: Evidence from a Randomized Trial. *American Economic Journal: Applied Economics*, 3(3), 188-220.

²² Card, D., Ibarrarán, P., Regalia, F., Rosas-Shady, D., & Soares, Y. (2011). The Labor Market Impacts of Youth Training in the Dominican Republic. *Journal Of Labor Economics*, 29(2), 267-300.

²³ Ibarrarán, P. & Rosas D. (2007) Impact evaluation of a Labour Training Program in Panama., (Washington DC, OVE)

²⁴ Ibarrarán, P., Ripani, L., Taboada, B., Villa, J. & García, B. (2012). Life Skills, Employability and Training for Disadvantaged Youth: Evidence from a Randomized Evaluation Design, IZA Discussion Papers 6617, Institute for the Study of Labor (IZA).

Based on the average income of youth who reside in low socio-economic areas, the authors calculate the estimated increased income of YWFD program participants, considering three scenarios:

- Increase in wages;
- Movement from informal to formal employment; and
- From being unemployed to being employed.

The authors assume that the participants of the YWFD program reflect the local youth labour market conditions. For example, if the youth unemployment rate in Rio de Janeiro, Brazil is 15%, then approximately 15% of the youth participating in the YWFD program located in Rio de Janeiro are unemployed. After the end of a YWFD program, the net present value of the following 12 years of income is the estimated income gained as a result of youth participating in the YWFD program.

Three countries from varying levels of national income, labour market size and development were used to illustrate the potential impact of a YWFD program.

Hypothesis of the Financial Impact of a YWFD Program						
	BRAZIL		VIETNAM		ZAMBIA	
GDP (current million US\$)	\$	1,621,661.51	\$	91,094.05	\$	10,702.20
Labor force participation rate for ages 15-24, total (%)		63.7%		61.9%		68.6%
Income share held by second 20%		7.1%		11.5%		6.7%
Income share held by lowest 20%		2.9%		7.4%		3.6%
% of population 15-24 from the lowest quintile (total population 15-24)		45%		45%		45%
Average Income per year of disadvantaged Youth (current US\$)	\$	1,483.50	\$	710.91	\$	227.30
	Scenario		Scenario		Scenario	
	Pesimistic	Optimistic	Pesimistic	Optimistic	Pesimistic	Optimistic
Wages Increase	20%	30%	20%	30%	20%	30%
Formal jobs	15%	20%	15%	20%	15%	20%
Formality (equivalent proportion of the wage)	30%	35%	30%	35%	30%	35%
Decrease unemployment rate	10%	15%	10%	15%	10%	15%
youth in the program	800	800	800	800	800	800
Rate of underemployment (% of total employees ages 15-24)	38%	38%	25%	25%	43%	43%
Rate of formal employment (% of total employees ages 15-24)	62%	62%	75%	75%	57%	57%
Unemployment, youth total (% of total labor force ages 15-24)	18%	18%	49%	49%	23%	23%
Wages increase per year	8%	8%	9%	9%	17%	17%
Net Present Value	\$ 3,841,001	\$ 5,783,804	\$ 2,574,106	\$ 3,870,766	\$ 1,939,051	\$ 2,921,463

To address the challenge of estimating the average income that a disadvantaged youth may have at the start of the program, the authors made a number of assumptions when considering the potential financial impact of a YWFD program; these include:

- The average increase of the income per year is adjusted at a constant rate given by the average inflation growth between 2001 and 2011.
- The price of labour is represented by the marginal productivity of the labour force; as such the GDP per worker at current prices is an approximation to wages paid to the workers. The authors also assume that the wage is constant across different ages within the youth group.
- The youth population distribution has a higher concentration in the lowest and second lowest quintiles of income share than in the fifth quintile, representing 45%. This is based on the evidence that wealthy families tend to have less children than poorer families.²⁵

²⁵ This can be found on the link <http://data.worldbank.org/data-catalog/world-development-indicators>

The authors calculated the marginal participation of the disadvantaged youth by focussing on the total wages earned by youth in the lowest and second lowest quintiles; the proportion of youth participation in the total labour force; and the proportion of youth within the quintiles of income distribution with respect to the total youth population.

The model is based on the labour market structure (presented in Figure 2) to calculate the participation of the youth who are employed and those unemployed. All calculations are based on data provided by the World Bank.²⁶ The complete model is presented in Annexure1.

The model provides an estimate of the income generated and can be adapted to any country²⁷. For a small country with a population of 11 million and youth unemployment rate of 23%, the YWFD comprehensive model could generate USD 2.9 million of direct income while in a bigger country of 190 million people with youth unemployment rate of 17%, the model could generate over USD 5.7 million of direct income.

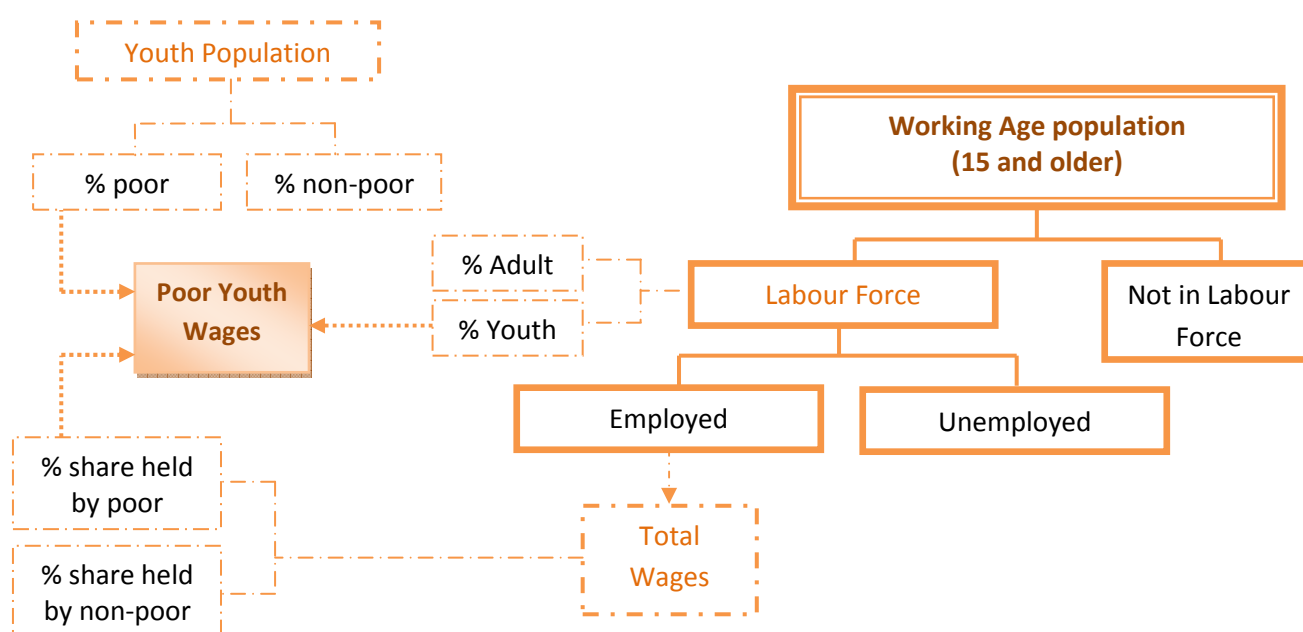


Figure 2. Labour market structure and youth income estimation

6.2. Non-Financial Impacts

There is a strong evidence base that suggests that YWFD programs can have a significant impact on local communities that extends beyond the increased income of program participants. In particular, YWFD programs contribute towards reaching World Vision's Ministry's goals and aspirations on multiple levels.

Comprehensive youth employment programs such as YWFD have a dual focus, not only providing access to labour markets and jobs opportunities for young people, but also preparing them so that they are both ready for, and able to make informed decisions in relation to these economic opportunities. Through the education and economic empowerment of young people, YWFD programs directly contribute towards reaching World Vision's Child-Wellbeing Outcome "Adolescents (and youth) are ready for economic opportunity."

Engaging disadvantaged youth through YWFD programs can also contribute to decreased violence, crime, and risk-taking behaviours in young people who may otherwise be idle and engage in hazardous behaviours to make money or join gangs to provide themselves with a sense of community.

²⁶ This can be found on the link <http://data.worldbank.org/data-catalog/world-development-indicators>

²⁷ Most of the countries and information can be found on the World Development Indicator webpage

This in turn has financial repercussions. For example, youth crime and violence in St. Lucia results in over \$3 million in lost benefits to society and \$7.7 million in lost benefits to private individuals every year.²⁸ In Trinidad and Tobago, the annual cost of imprisoning a criminally convicted out-of-school young person is four times greater than the cost of providing the same youth with secondary education.²⁹

YWFD programs increase social cohesion in communities by connecting marginalised and disadvantaged young people to the private sector and the broader community.

Beyond this, youth as parents are of particular importance to achieving World Vision's overarching Ministry Goal regarding the *"sustained well-being of children within families and communities, especially the most vulnerable."*

The parents of 0 to 2 year olds in World Vision's ADPs are most often young people who lack either formal or informal sector employment.³⁰ Effective YWFD programs that provide economic opportunities to young people, particularly young women, have the potential to contribute to positive health and education outcomes for children by enabling parents to dedicate increased financial resources to their children's health and education. In particular, YWFD programs contribute to the achievement of World Vision's Child-Wellbeing Aspirations *"Children are educated for life," "Children enjoy good health,"* and *"Children are cared for, protected and participating."*

7. SCOR Analysis of YWFD Programs

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> • Proven model • Draws on 'Best Practice' • Approach has been applied to urban, peri-urban and rural contexts • Replicable and scalable • Considers both supply and demand • Improves long term employability of youth • Is relevant to both sexes and a range of age groups 	<ul style="list-style-type: none"> • Implementation is complex and demands technical capacities at a high level • Adaptation of the model to address socio-cultural barriers such as corruption or poor legal and juridical environment • Identification of job opportunities and internships requires investment of time • Making the program available and accessible to youth with family commitments e.g. Young mothers
<ul style="list-style-type: none"> • Growing donor interest in comprehensive, multi-service approaches • Increasing interest from governments in the area of youth livelihoods • Scaling project can reduce training costs / cost per beneficiary • Promotes gender equality by being accessible to both women and men • Increasing the level of productivity of local firms as a result of the partnership with the program 	<ul style="list-style-type: none"> • Model is dependent on external funding • Potential lack of quality training institutions • The absence of a minimum level of education can render vocational training programs ineffective • Potential lack of capacity to implement model in some NO and ADP offices
OPPORTUNITIES	RISKS

²⁸ EQUIP3 (2011) Economic and Social Rationale to Invest in Out-of-School and Un- or Underemployed Youth in Developing Countries Educational Quality Improvement Program: Youth Trust (EQUIP3/Youth Trust), Washington DC, USA

²⁹ Ibid

³⁰ Lewin, K. (2011) Economic Development Community of Practice : Youth Livelihoods Development Approaches Document, Youth Livelihoods Interest Group, World Vision International, Washington DC, USA

8. World Vision involvement in YWFD Programs

World Vision is well positioned to leverage upon its investments in early-childhood programs by continuing to invest in children as they make the transition to youth and adulthood.

The structure, objectives and experiences of World Vision suggest that the organisation is a suitable vehicle through which to deliver holistic and integrated approaches to youth employment such as YWFD programs. In saying this, it should be recognized that a move into the sphere of YWFD programs will present a range of new challenges for World Vision as it seeks to expand its skills base as quickly as possible so as to develop and deliver effective programs.

An evaluation of these challenges indicates that it would be prudent to mitigate against associated cost and time schedule risks. It is therefore proposed that partnering arrangements or resource augmentation be considered by WV as possible short/medium term options to bolster core expertise while it gains direct experience in this new arena.

8.1 Youth as a Target Group for World Vision

In the context of this paper, it is important to reiterate what is intended by the term ‘youth.’

Although the opportunities and constraints faced by vulnerable and disadvantaged youth vary widely, generally SEED’s target youth group, as considered by this report:

- Are generally aged between 15 and 24 years;
- Live below the poverty line (as defined by their country) or have a low-income status;
- Are unemployed or underemployed;
- Have low education attainment (have not completed primary education); and
- Are considered “at risk” of or already engage in risky behaviour such as gang membership, teen pregnancy, crime, substance abuse and so on.

8.2 SEED’s Approach to YWFD Programs

SEED’s preliminary research report *“Youth Engagement through Employment and Entrepreneurship: A Review of Implemented Models and Opportunities”*³¹ identifies a conceptual framework and approach to YWFD programs which can be adapted to suit the local environment.

This Business Case explores the various ways in which World Vision can operationalize a multi-dimensional approach to youth livelihood programming, as well as the expected impacts of such a model and approach.

8.3 SEED’s YWFD Conceptual Framework

SEED’s YWFD program vision is for *“a world where children’s transition through youth and adulthood will be accompanied by the opportunity to become engaged, healthy, productive members of their community with dignified livelihoods.”*

The specific goal is to socially and economically empower disadvantaged and marginalized youth in urban areas, so that they are both ready to recognise and engage in economic activities, and able to access and attain meaningful employment and/or self-employment opportunities.

³¹ Williams, K, Suarez, D. (2013) Youth Engagement through Employment and Entrepreneurship: A Review of Implemented Models and Opportunities, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

8.4 The Approach

SEED's YWFD conceptual framework offers a holistic and integrated approach to youth employment programming. Its objective is to help disadvantaged youth develop the skills and attitudes necessary to obtain sustainable livelihoods, maintain healthy lifestyles, and participate constructively in their communities through a combination of education, training, and support services.

The approach works on multiple levels and draws upon the strengths of local partners (including local government, private sector and civil society) to implement activities that are context-appropriate and most likely to generate the greatest benefits to young participants.

SEED's YWFD framework includes three main elements (i) training, (ii) employment/microenterprise development, and (iii) financial services; however the elements and functions of YWFD programs may differ depending on the local context and the situation of the youth being targeted. An important challenge is to strike a balance between structure and responsiveness so that the YWFD system is adapted to the conditions and requirements of its local context.

Offering a 'big picture' perspective, Figure 2 on the following page illustrates all possible interventions that can be incorporated into a comprehensive YWFD program and maps out the complex relationships and interactions between each element of the framework.

Each element of the conceptual framework has been proven in its own right as being effective in improving the economic situation of young people across the globe. Although each element is capable of delivering positive results in isolation of other interventions, it is widely accepted that multi-dimensional projects, which offer a number of services that 'wrap around' each young person and their individual needs, are likely to be more successful when working with marginalised and disaffected youth.

The conceptual framework illustrated in Figure 2 addresses the two key facets of youth livelihood programming:³²

- Improving young people's 'readiness' to enter the workforce through non-formal basic education and the development of key cross-sectorial work and life skills, and;
- Providing youth with 'access' services that link them to meaningful employment opportunities or the opportunity to start their own business

TWO FACETS OF YOUTH LIVELIHOOD PROGRAMMING	
Readiness-oriented:	Access-oriented:
▪ Enhance readiness of youth to engage in sustainable livelihood activities	▪ Improve access of youth to market-driven products and services
▪ Develop human capital	▪ Develop financial capital

Figure.3 The Two Facets of Youth Livelihood Programming³³

³² Butler, E. (2008) Youth Livelihoods Development Guide, EQUIP3, Education Development Centre, Washington DC, USA

³³ Butler, E. (2008) Youth Livelihoods Development Guide, EQUIP3, Education Development Centre, Washington DC, USA

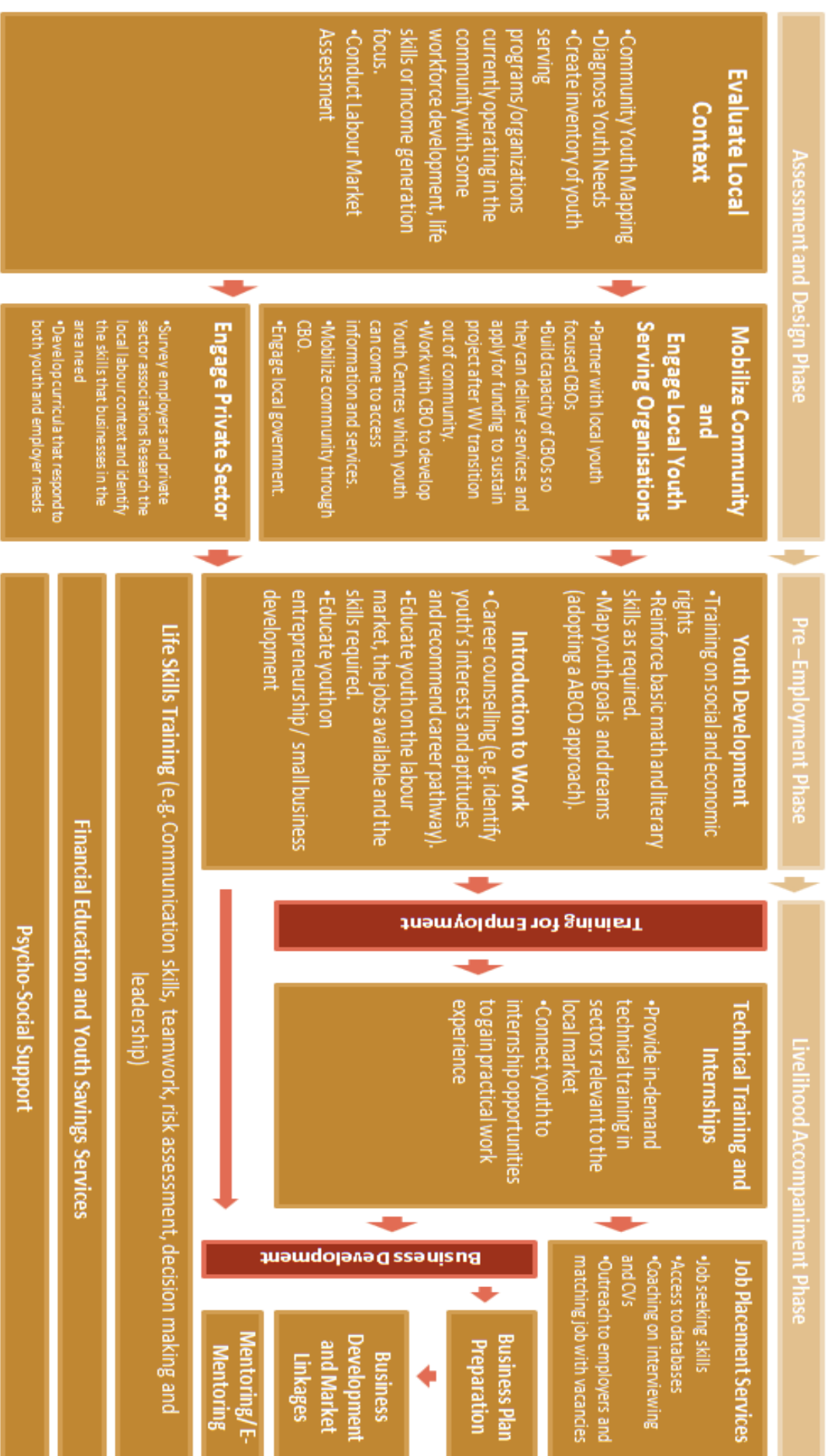


Figure 4. A map of youth workforce interventions and interactions

8.5 Objectives

The framework's objectives are as follows:

- To build the capacity of youth to engage in economic activities through the provision of non-formal basic and financial education as well as training in work and life skills.
- To assist youth as they identify and start on a specific career path.
- To provide youth with the relevant skills to assist them in gaining meaningful employment or starting their own business.
- To facilitate opportunities for internships and short-term employment experiences.
- To create linkages with the informal and formal private sectors to help youth find job opportunities.
- To provide job placement and counselling services to connect work-ready youth with employment opportunities.
- To provide support services (including mentoring support) to entrepreneurial youth to assist them in creating their own micro-enterprise.
- To improve the ability of local partner organisations to address the programming needs of disadvantaged, non-school attending youth.

8.6 Guiding Principles

SEED's YWFD conceptual framework is based on the following core principles:

➤ **Asset-based approach to youth development**

Embracing an asset-based approach to development, the approach will assess and build upon individual strengths and resources of participants.

➤ **Youth centred-approach**

Engaging youth at all levels of the project (e.g. as members of project advisory boards, as consultants on the design and use of youth education materials, and as leaders of local youth councils) can help ensure programs are client-responsive (demand-driven), designed appropriately and can also demonstrate to young people how youth can be leaders and add value to programs.

In addition, youth can offer a variety of skills needed to run the program at a lower cost than similarly skilled adults, and will simultaneously benefit from the capacity building experience.

➤ **Demand-driven programming**

It is critical that the project makes connections between demand and supply factors.

World Vision's project team will work with the local business community and education providers to ensure that the nature of skills training programs is relevant to the workforce needs of employers.

➤ **Institutional strengthening and sustainability**

In order to ensure impact beyond the life of the project, it is critical that the project develops partnerships with private, government and community bodies that will remain in the ADP beyond World Vision's presence. These partners, who have a vested interest in supporting sustainable youth employment, will enable the sustainable provision of relevant training and employment linkages for youth in the project area.

To ensure that local partners continue their presence and are able to continue provision of the training and employment services for youth, institutional strengthening will be integrated into all aspects of the project model. Significant technical assistance will be provided to local partners to develop their organisational capacity in a manner that will enable them to operate self-sufficiently and effectively.

➤ **Gender equity**

The YWFD program will provide strategies and tools that are appropriate to meet the developmental needs of both young women and men.

8.7 Logic

The conceptual framework follows the logic that disadvantaged and marginalised youth often lack the basic education, skills and attitudes necessary to engage in technical/skills training, let alone to recognise and engage in economic opportunities.

To address this and to improve young people's 'readiness' to enter the workforce, the framework includes a 'Pre-Employment' phase. This phase looks to build young people's capacity to engage in economic opportunities by reinforcing basic literacy and numeracy skills. It introduces youth to the concept and principles of their rights as employees and provides them with critical life skills and social support.

To complete the 'Pre-Employment' phase, youth will undertake career assessment and counselling, and consequently be exposed to potential suitable occupations or businesses. The youth can choose their preferred 'pathway', pursuing:

- Technical training accompanied by internship experience and job placement support;
- Technical training accompanied by entrepreneurship training and support to start their own business; or
- If they already possess a relevant technical skill, entrepreneurship training and support to start their own business.

Within the framework's 'Access' or 'Livelihood Accompaniment' phase, youth would be trained in technical skills and life behaviours which fit both the demands of the labour market and are aligned with each individual's interests and aptitudes. Participants are given the opportunity to gain on-the-job experience while undertaking an internship with a local business and are also given access to career counselling and job placement services.

Young people who have an aptitude to start their own business will be provided with 'Entrepreneurship Training' which will build their capacity to develop business plans and initiate business activities. Young entrepreneurs would be provided with ongoing support and also have access to a 'mentor' (a local business owner) who will provide advice on how to implement business plans and also increase the young person's social capital through access to their business network.

The framework also works towards improving participants' financial capability through access to financial education and youth savings groups and/or access to available financial services. The framework seeks to reinforce sound financial decision making and, in particular, promote the prudence of saving money.

8.8 Theory of Change

The theory of change underlying SEED's approach is that if youth are trained in technical skills and life behaviours that are in demand by labour markets, provided with training and support, placed in internships, and/or supported with job placement/counselling services, they will have increased employability and more likely gain meaningful employment and/or create their own business, which can in turn improve their economic wellbeing.

This theory of change is illustrated in the diagram on the next page.

Theory of Change

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

Broader Goals

- Young parents and caregivers provide well for their children

Impact

- Improved long-term employability prospects for youth
- Improved economic status for youth
- Indirect effects such as decrease in risky youth behaviours and increase in civic participation

Outcomes

- Youth inserted into labour market after completion of program
- Entrepreneurial youth become self employed
- Youth return to formal schooling after completion of program
- Youth have competencies in basic skills (numeracy, literacy etc.)
- Youth have competencies in training program skills (technical job skills)
- Youth experience positive behaviour changes (life skills)
- Adolescents and youth are ready for economic opportunity

Outputs

- Youth made aware of program through outreach activities
- Youth enrolled as project participants
- Youth participate in various training activities
- Youth participate in internship during project
- Youth assisted through job counselling activities
- Youth participate in business training and engage business support services (e.g. mentoring and business plan development)

Influence Activities

Project Preparation:

- Labour market research
- Active recruitment of private sector partners
- Selection of training providers and of trainers
- Outreach and active recruitment to target youth populations
- Registration and selection of youth project participants

Project Implementation:

- Providing technical / vocational training
- Financial education training
- Teaching life skills
- Business training and support services
- Connecting youth with internship experiences
- Providing job placement and job counselling services

Inputs

- Financial Resources
- Management staff
- Administrative staff
- Program implementation staff: trainers, job counsellors, job placement officers et.
- Consultants
- Physical resources (office and training space)
- Volunteers

9. What would need to happen for World Vision to become involved?

Evaluating the actual potential for YWFD programs within World Vision's ADPs requires further research and piloting.

As recently recognised by USAID³⁴, the difficulty with comprehensive employment programs lies in identifying the intervention components that work at achieving specific outcomes. Equally challenging is the ability to identify what elements are effective for particular youth populations. As such, this paper presents three alternatives for further exploration in regards to tailoring the YWFD framework so that it can be easily adapted to suit the youth being targeted, as well as the local context. These include:

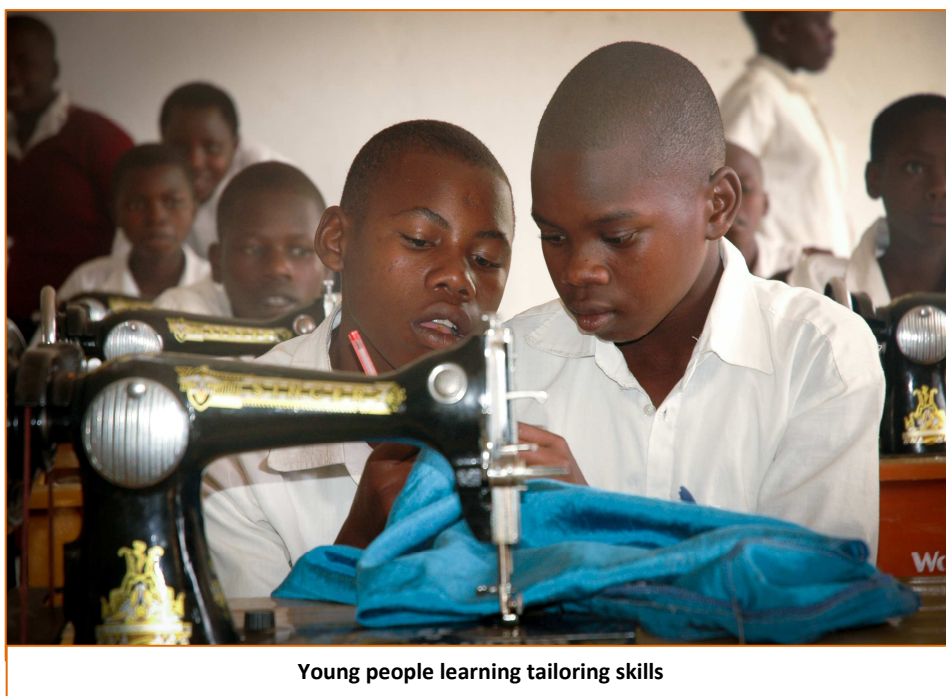
- A 'full-scale' approach
- An 'emergent' approach
- A 'modular' approach

It is recommended that the selected approach be piloted in an urban context in line with the Centre of Expertise for Urban Programming's new operating model which embraces a targeted, issues-based programming approach³⁵.

The new operating model will see a number of large-scale, concentrated projects implemented across a city in response a relevant issue, rather than a number of geographically focused ADPs which manage a host of projects with a variety of foci.

SEED's urban approach to youth employment is intended to complement the work already being undertaken by World Vision's Education and Life Skills Community of Practice and the ICT for Development Global Centre. These units are creating a variety of project models focused on increasing the employability and the economic opportunities of young people in rural contexts.

Together, our long term aspiration is to offer a suite of project models which address youth employment or employability and can be applied to a variety of contexts.



³⁴ US AID (2012) Briefing Paper: Examining the evidence in youth workforce development, USAID Youth Policy and Learning Project, US AID, Washington DC, USA

³⁵ World Vision (2011) Poverty is urbanising: Getting ready for the challenge, Centre of Expertise for Urban Programming, World Vision International, Melbourne, Australia

9.1 Alternative Approaches to Piloting

The following section provides a narrative on SEED's three piloting approaches.

9.1.1 Full-scale Approach

The 'full-scale' approach aspires to reach a large number of young people through a 'full menu' of interventions aimed at increasing their employability and providing access to markets through job matching services and business development services.

For the first year of operation, it is assumed that the project would work with 200 youth. After the completion of the first year of operation, the project staff will re-assess the design of the training program, and the ability of the project to include additional training cycles or be implemented on a larger scale to include larger groups of young people.

It is assumed that the pilot period will operate over a four-year course, allowing for reassessment of the project design and capturing of key learnings on a yearly basis in a way that can form the basis of a scale-up if successful.

Advantage of Approach:
<ul style="list-style-type: none">•The pilot would reach a large number of beneficiaries.•Project will allow World Vision to test the 'full menu' of interventions (including training curriculum) and observe their impact on the target group.
Drawback of Approach:
<ul style="list-style-type: none">•The piloting approach is relatively rigid; it will be difficult to adapt or flex the pilot project to test hypotheses or respond to lessons emerging from the pilot.•It would be difficult to scale-down the research pilot or exchange and/or extract interventions.•There would be greater difficulty in monitoring and evaluating the success of various interventions.

9.1.2 Emergent Approach

Similar to the 'full-scale' approach, the 'emergent approach' offers a 'full menu' of interventions, however works initially with a smaller group of young people.

The smaller scale of this approach is designed to make it easier to measure the impact of each intervention and restructure the approach, or 'menu' of interventions, as learnings emerge from the pilot. In the longer term, SEED would look to scale up this approach once confident in the combination of tested and proven interventions in the pilot country.

For the first year of operation it is assumed that the project would work with group of approximately 40 young people. Once again, it is assumed that the pilot would operate over a four-year period, allowing for reassessment of the project design and capturing of key learnings on a yearly basis in a way that can serve to scale-up if successful.

Advantage of Approach:
<ul style="list-style-type: none">•Project will allow World Vision to test the 'full menu' of interventions (including training curriculum) and their impact on the target group. Working initially with a smaller group of young people will allow for the project team to have a greater focus on measuring the impacts of each intervention.•Greater flexibility and a higher capability to adapt/pivot/respond to the local context as a result of the lessons emerging through the research pilot.•The approach is most conducive to action-research.
Drawback of Approach:
<ul style="list-style-type: none">•Initially cost-per-participant will be high, however this will drop significantly once the project is scaled-up and expanded.

9.1.3 Modular Approach

The 'modular approach' would not include every intervention but only those absolutely relevant to the young people being targeted and the local context. For example, in a location such as in Dili, Timor Leste, where there is no labour market, a modular approach might exclusively focus on program elements relevant to entrepreneurship.

For the first year of operation it is assumed that the project would work with 200 youth. Once again, it is assumed that the pilot would operate over a four-year period, allowing for reassessment of the project design and capturing of key learnings on a yearly basis in a way that can serve to scale-up if successful.

Advantage of Approach:
<ul style="list-style-type: none">• Approach specifically meets the needs of the youth being targeted and the local economic context.• The pilot would reach a larger number of beneficiaries with a lower cost-per-participant.
Drawback of Approach:
<ul style="list-style-type: none">• Limited number of interventions and curricula can be tested and measured.• Like the Full-Scale approach, this piloting option offers less flexibility than the Emergent approach and is not conducive to action-research.

9.2 Commonalities of Approaches

Although SEED's three piloting approaches differ in the number of youth targeted and the number of interventions incorporated, there are processes common to each methodology (as outlined in Annexure 1). For example:

Pre-Project Assessment

The project manager provided by SEED would develop a project team which would conduct a pre-project assessment across the pilot area. This would include:

- A contextual analysis
- A labour market assessment
- Youth cohort profiling
- Institutional capacity assessment
- A gap analysis

The pre-project assessment would inform the design of a context appropriate YWFD program which suits the needs of the young people being targeted.

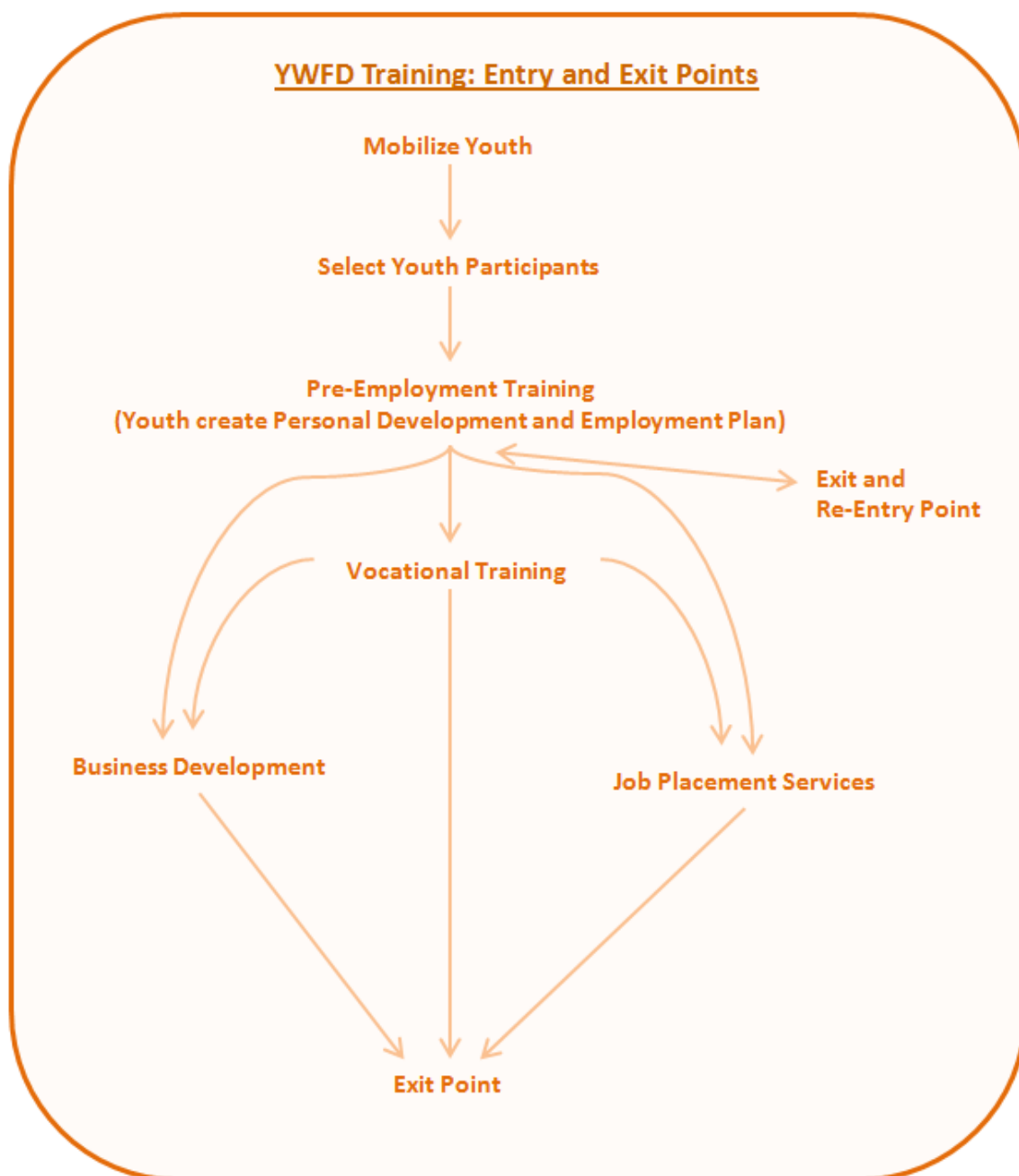
Partnerships

The project team will establish relationships with relevant government ministries, civil society organisations, training institutions and the private-sector (including local employers and their representative associations) based on the project design. These partners will work with the World Vision project team to inform the training curriculum, deliver training, and provide internship and formal employment opportunities.

It is assumed that the project team will work with local partners and training institutions to take over operations for the project after World Vision transitions from the community.

Training

It is envisioned that YWFD programs will be designed in a way that will enable young people to enter and exit at various points throughout the training program. The diagram below maps out the various entry and exits points:



9.3 Research and Piloting under the Approaches

In exploring the three approaches, SEED proposes to carry out or support thirteen key processes as part of the YWFD pilot (more details on the tasks involved in each of these processes can be found in Annexure 1). While the processes, as well as who is responsible for each, will vary dependent on the local context and the partner, they will most likely include the steps outlined in the table below over a 12-24 month period:

SEQ.	MILESTONE	LOGIC
1	Country Selected for Pilot	Before moving ahead, it is necessary to determine whether any national offices have the interest and capacity to engage in a YWFD pilot.
2	Organisational Partnerships Established	There is significant value in World Vision partnering with a highly established organisation with extensive experience in the area of YWFD in order to mitigate against associated cost and time schedule risks as World Vision seeks to expand its skills base as quickly as possible. SEED will look to identify and establish an organisational partnership with a suitably qualified organisation.
3	Partnerships Formalised	It is critical to ensure that the roles and responsibilities of all parties in the pilot are clearly laid out and agreed to before undertaking pilot activities.
4	Pre-Project Assessment	Once a suitable national office and urban hub is selected to pilot, it is valuable to conduct a detailed initial assessment to inform the project design and to develop a work-plan.
5	Project Start-Up	The YWFD program will require a variety of inputs (office space, staffing etc) in order to commence the implementation of the project.
6	Local Civil Society and Government Partnerships Established	In order to ensure impact beyond the life of the project, it is useful for the project to develop partnerships with private, government and community bodies that have a vested interest in supporting sustainable youth employment and that will remain in the area beyond World Vision's presence.
7	Private Sector Partners Recruited	The project will aspire to work in partnership with local businesses to ensure that the YWFD program's curriculum is relevant to the local economic context and that young people will graduate with skills that are marketable to employers.
8	Local Training Partners Selected and Relationships Formalised	The project will look to work with local training providers to deliver sustainable, market driven training programs.
9	Youth Selected	The project team will identify and select youth to participate in the YWFD program.
10	Youth Supported	Once selected, youth will require support to understand relevant skills, attitudes, behaviours needed necessary to obtain employment, and also what career opportunities are available to them.
11	Youth Trained and Equipped	Once youth have selected a relevant career path and developed a career plan they will require training so that they may both recognise and engage in economic activities.
12	Youth Offered Economic Opportunities	Once youth are trained and equipped to engage in economic opportunities they will require access to markets through a range of labour intermediation and business development services.
13	Pilot Monitored and Evaluated	The purpose of a pilot is to establish the potential for a full scale initiative. As such, it will be important to capture the learnings from the pilot in a way that can serve to scale-up if successful.

10. What resources, institutional infrastructure and budget are required to conduct the program activities?

The following Tables outline the resources and estimated costs associated with each piloting approach. The figures presented in this paper have been reviewed and ratified by technical specialists in the field of youth livelihoods.

All potential cost elements associated with each piloting approach have been identified. However in implementation some of the costs outlined may not be incurred to the extent indicated. A contingency of between [5-10%] has been included against each cost element as a matter of prudence to allow for variations arising from local conditions and circumstances depending on the country in which the approach is being implemented.

It is expected that if a pilot project is scaled-up, the total number of beneficiaries will increase accordingly, thereby reducing the overall cost-per-participant.

For an itemised list of associated resource and cost estimates please refer to Annexure 3.

Project Term		
Full Scale Approach	Emergent Approach	Modular Approach
4 Years	4 Years	4 Years

Total Estimated Costs		
Full Scale Approach	Emergent Approach	Modular Approach
US \$2,889,263	US \$1,926,400	US \$2,779,788

Total Estimated Beneficiaries		
Full Scale Approach	Emergent Approach	Modular Approach
800	160	800

Staffing		
Full Scale Approach	Emergent Approach	Modular Approach
Project Manager	Project Manager	Project Manager
Financial and Office Administration Manager	Financial and Office Administration Manager	Financial and Office Administration Manager
Youth Mobilizer	Youth Mobilizer	Youth Mobilizer
4 x Case Workers	Case Worker	4 x Case Workers
Social Worker	Social Worker	Social Worker
Corporate Partnerships Coordinator	Corporate Partnerships Coordinator	Corporate Partnerships Coordinator
3x Employer Marketers	Business Facilitator	3x Employer Marketers
Business Facilitator	Office Receptionist	Training and Curriculum Coordinator
Training and Curriculum Coordinator	Security Guard	Office Receptionist
Office Receptionist	Consultancies	Security Guard
Security Guard		Consultancies
Consultancies		

The project inputs and activities outlined below are consistent across all three piloting approaches.

Project Inputs
Office Space:
Physical office location (approx the size of a 2 story house) Security (Alarms, locks etc.) Desks Chairs Kitchen (including fridge, cups, plates, cutlery etc.) Amenities Cleaning Services
Supplies and Materials:
Computers and Monitors (including software e.g. Microsoft Office) Projector and Screen Printer and Photocopier Internet Land phone (incl running costs) Mobile Phones Running Cost of Mobile Phones Lockable Filing Cabinets Office supplies (flip charts, paper, pens, binders, etc.)
Project Activities:
Labour Market Assessment (Yearly) Youth Profiling / Community Youth Mapping (Yearly) M&E Activities (Evaluation and Baseline) Training Curriculum and Trainings (Youth, Trainers, CSOs etc) JobMatch Infrastructure Bulk SMS Messages Technical Support / Learning Support

11. What would be the return on investment?

Cost-benefit analysis (CBA) is a systematic process for the calculation and comparison of costs and benefits associated with a project or decision. CBA provides the advantage of monetising the benefits as well as the costs, allowing for comparison and benchmarking across projects with a range of different activities.

Due to a lack of credible and/or published research, this paper is not able to present absolute figures around a cost-benefit ratio. As such, the conclusions drawn must therefore be interpreted with some caution.

The cost-benefit figures presented in this paper have been calculated from data listed in a 2012 Thematic Study of Multilateral Investment Fund's (MIF) youth related projects conducted by RTI International.³⁶ The methodology determined to include total direct and indirect costs, as well as opportunity costs incurred by beneficiaries (i.e. job opportunities forgone or job attrition during training and internship periods), but excludes costs incurred by private companies for supervision or mentoring. Benefits were calculated using the net present value of future earnings differential per youth.

The methodology was applied to two MIF funded programs, including a youth workforce development project operating in Colombia and a similar project operating in El Salvador.

The results found a positive benefit-cost ratio for both programs at **1.67** and **2.82**, respectively, including direct costs alone. With the inclusion of indirect and private costs, the ratios remained positive but decreased slightly to **1.54** and **2.25**.

Based on these calculations, World Vision can expect that for every dollar invested in youth workforce development projects it will see between a **US\$1.54** and **US\$2.82** return on investment.

12. How can your National Office get involved?

The SEED Unit is currently seeking expressions of interest from National Offices to pilot YWFD programs as an approach to economic development in urban contexts.

If your office is interested in working with the SEED Unit to pilot a YWFD program, please email Kate Williams to acquire further information and/or to express your interest.

Kate will arrange to speak via Skype or phone with interested offices to share more information about YWFD programs and learn more about the interest and capacity of each office.

Contact the SEED Unit

Kate Williams

Economic Development Consultant (Youth Pathways)

Social Entrepreneurship and Economic Development (SEED) Unit

Phone: +61-3-9287-2410

Email: Kate.Williams@worldvision.com.au

Skype: [Kate.Williams.World.Vision](https://www.skype.com/en/contacts/voice/Kate.Williams.World.Vision)

³⁶ RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA

REFERENCES

- Attanasio, O., Kugler, A., & Meghir, C. (2011). Subsidizing Vocational Training for Disadvantaged Youth in Colombia: Evidence from a Randomized Trial. *American Economic Journal: Applied Economics*, 3(3), 188-220.
- Banerji, A, Cunningham, W, Fiszbein, A, King, E, Patrinnos, H, Robalino, D, Tan, J.P. (2010) Stepping up skills for more jobs and higher productivity, The World Bank, Washington DC, USA
- Betcherman, G., Godfrey, M., Puerto, S., Rother, F. & Stavreska A. (2007). A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory. The World Bank – Social Protection. SP DISCUSSION PAPER No. 0715
- Butler, E. (2008) Youth Livelihoods Development Guide, EQUIP3, Education Development Centre, Washington DC, USA
- Card, D., Ibararán, P., Regalia, F., Rosas-Shady, D., & Soares, Y. (2011). The Labor Market Impacts of Youth Training in the Dominican Republic. *Journal Of Labor Economics*, 29(2), 267-300.
- Education Development Centre (2012) 'Equip3 Lessons Learned: Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries', Washington DC, USA
- GIZ (2012) Economic Development and Employment, Background, URL: <http://www.giz.de/Themen/en/32223.htm> (accessed 11/10/2012)
- Global Youth Economic Opportunities (2012) Technical Areas: Financial Services, Global Youth Economic Opportunities, URL: <http://www.youtheconomicopportunities.org/about/yeo/2> (accessed 01/11/2012)
- Global Youth Economic Opportunities (2012) Technical Areas: Monitoring and Evaluation, Global Youth Economic Opportunities, URL: <http://www.youtheconomicopportunities.org/about/yeo/6> (accessed 30/11/2012)
- Ibararán, P. & Rosas D. (2007) Impact evaluation of a Labour Training Program in Panama., (Washington DC, OVE)
- Ibararan, P. and Rosas Shady, D. (2009) Evaluating the impact of job training programs in Latin America: evidence from IDB funded operations, *The Journal of Development Effectiveness*, 1, issue 2, p. 195-216.
- Ibararán, P., Ripani, L., Taboada, B., Villa, J. & García, B. (2012). Life Skills, Employability and Training for Disadvantaged Youth: Evidence from a Randomized Evaluation Design, IZA Discussion Papers 6617, Institute for the Study of Labor (IZA).
- International Labour Office (2012) Global Employment Trends for Youth 2012, International Labour Office, Geneva, Switzerland
- International Youth Foundation (2012) Opportunity for Action: Preparing Youth for 21st Century Livelihoods, International Youth Foundation, Washington DC, USA
- International Youth Foundation (2012) A Response to the Youth Unemployment Crisis, International Youth Foundation, URL: <http://www.iyfnet.org/news/2421> (accessed 17/10/2012)
- Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA
- Lewin, K. (2011) Economic Development Community of Practice : Youth Livelihoods Development Approaches Document, Youth Livelihoods Interest Group, World Vision International, Washington DC, USA
- RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA
- World Bank (2012) 2013 World Development Report: Jobs, The World Bank, Washington DC, USA
- World Bank (2006) Preparing Youth for 21st Century Jobs: 'Entra 21' Across Latin America and the Caribbean, Children & Youth Unit, Human Development Network, The World Bank
- UNESCO (2012) What do we mean by youth?, United Nations Environmental Scientific and Cultural Organisation, URL: <http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-definition/> (accessed 05/12/2012)
- UNFPA (2007) UNFPA Framework for Action on Adolescents and Youth, Opening Doors with Young People: 4 Keys, UNFPA
- US AID (2012) Youth in Development: Realizing the Demographic Opportunity, US AID Policy on Youth, US AID, Washington DC, USA

ANNEXURES

ANNEXURE 1 Hypothesis of the Financial Impact of a YWFD Program

	BRAZIL	
INPUTS	YEAR 2009	
GDP (current US\$)	\$	1,621,661,507,655.08
Population, total		193246610
Population ages 15-64 (% of total)		67.27
Population ages 15-19, female (% of female population)		8.29
Population ages 15-19, male (% of male population)		8.80
Population ages 20-24, female (% of female population)		8.74
Population ages 20-24, male (% of male population)		9.18
Population, female		98109501
Population, male		95137109
Labor force, total (economically active population)		99958637
Labor force participation rate for ages 15-24, total (%)		63.70
Unemployment, total (% of total labor force)		8.30
Unemployment, youth total (% of total labor force ages 15-24)		17.80
Income share held by second 20%		7.13
Income share held by lowest 20%		2.85
Inflation, GDP deflator (annual %)		7.19
Intermediate Variables		
population female 15-19		8134916
population female 20-24		8575547
population male 15-19		8368606
population male 20-24		8730123
population 15-24		33809192
Labor force 15-25		21536456
Unemployed Youth		3833489
People Unemployed		8296567
Youth Employed		17702967
Youth Participation on the GDP		17.71%
Assumptions		
GDP per youth employed (current US\$)		287200992086.49
% of population 15-24 from the lowest quintile, total population		0.45
Average Income per year of disadvataged Youth (current US\$)		1483.497395
Scenario		
Expected impact	Pesimistic	Optimistic
Wages Increase	20%	30%
Formal jobs	15%	20%
Formality (equivalent proportion of the wage)	30%	35%
Decrease unemployment rate	10%	15%
Program Outcomes		
youth in the program	800	800
Rate of underemployment	38%	38%
Rate of formal employment	62%	62%
# employed	409	409
# underemployed	249	249
# unmployed	142	142
Wages increase per year *	8%	8%
Financial Expected Impact		
employed	121,350.09	182,025.13
Underemployed	16,622.59	25,857.36
unemployed	21,065.66	31,598.49
Total	159,038.34	239,480.98
At 2011 prices	185,905.89	279,938.32
Year 1	200,996.65	302,662.08
Year 2	217,312.38	327,230.43
Year 3	234,952.53	353,793.08
Year 4	254,024.61	382,511.94
Year 5	274,644.85	413,562.03
Year 6	296,938.91	447,132.59
Year 7	321,042.68	483,428.20
Year 8	347,103.06	522,670.08
Year 9	375,278.86	565,097.39
Year 10	405,741.81	610,968.71
Year 11	438,677.56	660,563.58
Year 12	474,286.85	714,184.28
NPV	\$3,841,000.75	\$5,783,804.41

*Equivalent to the average of inflation rate in the last 5 years

	VIETNAM	
INPUTS	YEAR 2008	
GDP (current US\$)	\$	91,094,051,434.62
Population, total		85122300
Population ages 15-64 (% of total)		69.25
Population ages 15-19, female (% of female population)		10.41
Population ages 15-19, male (% of male population)		11.09
Population ages 20-24, female (% of female population)		9.99
Population ages 20-24, male (% of male population)		10.50
Population, female		43103072
Population, male		42019228
Labor force, total (economically active population)		49288104
Labor force participation rate for ages 15-24, total (%)		61.90
Unemployment, total (% of total labor force)		2.40
Unemployment, youth total (% of total labor force ages 15-24) †		4.90
Income share held by second 20%		11.52
Income share held by lowest 20%		7.42
Inflation, GDP deflator (annual %)		22.14
Intermediate Variables		
population female 15-19		4486172
population female 20-24		4306877
population male 15-19		4658243
population male 20-24		4411263
population 15-24		17862555
Labor force 15-25		11056922
Unemployed Youth		541789
People Unemployed		1182915
Youth Employed		10515133
Youth Participation on the GDP		21.33%
Assumptions		
GDP per youth employed (current US\$)		19434021123.84
% of population 15-24 from the lowest quintile, total population 15-24		0.45
Average Income per year of disadvantaged Youth (current US\$)		710.9135757
Scenario		
Expected impact	Pesimistic	Optimistic
Wages Increase	20%	30%
Formal jobs	15%	20%
Formality (equivalent proportion of the wage)	30%	35%
Decrease unemployment rate	10%	15%
Program Outcomes		
youth in the program	800	800
Rate of underemployment	25%	25%
Rate of formal employment	75%	75%
# employed	571	571
# underemployed	189	189
# unemployed	39	39
Wages increase per year *	9%	9%
Financial Expected Impact		
employed	81,186.33	121,779.50
Underemployed	6,046.32	9,405.39
unemployed	2,772.56	4,158.84
Total	90,005.21	135,343.73
At 2011 prices	116,756.97	175,571.20
Year 1	127,336.97	191,480.69
Year 2	138,875.69	208,831.83
Year 3	151,460.00	227,755.26
Year 4	165,184.64	248,393.45
Year 5	180,152.95	270,901.77
Year 6	196,477.62	295,449.70
Year 7	214,281.56	322,222.06
Year 8	233,698.82	351,420.42
Year 9	254,875.59	383,264.60
Year 10	277,971.30	417,994.36
Year 11	303,159.84	455,871.17
Year 12	330,630.86	497,180.22
NPV	\$2,574,105.84	\$3,870,765.54

*Equivalent to the average of inflation rate in the last 5 years

† Unemployment, youth total was not available for 2008. We use the average of unemployment between 2001 and 2004

	ZAMBIA	
INPUTS	YEAR 2006	
GDP (current US\$)	\$	10,702,200,821.71
Population, total		11750105
Population ages 15-64 (% of total)		50.93
Population ages 15-19, female (% of female population)		10.85
Population ages 15-19, male (% of male population)		10.89
Population ages 20-24, female (% of female population)		9.39
Population ages 20-24, male (% of male population)		9.43
Population, female		5869234
Population, male		5880871
Labor force, total (economically active population)		5060263
Labor force participation rate for ages 15-24, total (%)		68.60
Unemployment, total (% of total labor force) ‡		15.90
Unemployment, youth total (% of total labor force ages 15-24) ‡		23.40
Income share held by second 20%		6.69
Income share held by lowest 20%		3.57
Inflation, GDP deflator (annual %)		13.29
Intermediate Variables		
population female 15-19		636872
population female 20-24		551229
population male 15-19		640563
population male 20-24		554549
population 15-24		2383213
Labor force 15-25		1634884
Unemployed Youth		382563
People Unemployed		804582
Youth Employed		1252321
Youth Participation on the GDP		24.75%
Assumptions		
GDP per youth employed (current US\$)		2648595914.48
% of population 15-24 from the lowest quintile, total population 15-24		0.45
Average Income per year of disadvantaged Youth (current US\$)		227.3039022
Scenario		
Expected impact	Pesimistic	Optimistic
Wages Increase	20%	30%
Formal jobs	15%	20%
Formality (equivalent proportion of the wage)	30%	35%
Decrease unemployment rate	10%	15%
Program Outcomes		
youth in the program	800	800
Rate of underemployment	43%	43%
Rate of formal employment	57%	57%
# employed	347	347
# underemployed	266	266
# unemployed	187	187
Wages increase per year *	17%	17%
Financial Expected Impact		
employed	15,774.89	23,662.34
Underemployed	2,720.83	4,232.40
unemployed	4,250.58	6,375.87
Total	22,746.30	34,270.61
At 2011 prices	50,103.04	75,487.52
Year 1	58,675.22	88,402.75
Year 2	68,714.03	103,527.67
Year 3	80,470.39	121,240.33
Year 4	94,238.15	141,983.47
Year 5	110,361.45	166,275.57
Year 6	129,243.31	194,723.83
Year 7	151,355.68	228,039.34
Year 8	177,251.29	267,054.83
Year 9	207,577.40	312,745.52
Year 10	243,092.03	366,253.48
Year 11	284,682.90	428,916.17
Year 12	333,389.60	502,299.89
NPV	\$1,939,051.46	\$2,921,462.86

*Equivalent to the average of inflation rate in the last 5 years

‡ Value taken from 2005 as not available for 2006

ANNEXURE 2 Details of Further Research and Piloting

SEQ.	MILESTONE	TASK
1	Country Selected for Pilot	<ul style="list-style-type: none"> • Develop criteria for country selection • Gather information on NOs to establish capacity and suitability • Shortlist potential countries • Contact / dialogue with NOs to establish interest • Develop criteria for urban hub selection • Gather information to establish suitability • Shortlist urban hubs • Contact/visit/dialogue with NO and local ADP staff to establish interest/verify suitability • Evaluating the actual potential for YWFD programs within World Vision's ADPs requires further research and piloting • Agree with NO to explore opportunities in selected country.
2	Organisational Partnerships Established	<ul style="list-style-type: none"> • Develop criteria for suitable partner organisations • Identify appropriately experienced and qualified partner organisations (e.g. Education Development Centre, Creative Associates, Making Cents etc.) • Contact / visit/ dialogue with organisations to establish interest and assess suitability • Establish most suitable partnership opportunity
3	Partnerships Formalised	<ul style="list-style-type: none"> • Clearly define roles, responsibilities, authorities, next steps and exit points • Ensure funding is available and agree on who/how it will be managed • Nominate persons responsible for communication and decision making for each party • Draft/sign MOUs detailing all roles and responsibilities
4	Pre-Project Assessment	<ul style="list-style-type: none"> • Contextual analysis (e.g. economy, demography etc.) • Labour market assessment to understand the local labour market and its skill demands and trends. • Youth cohort profiling • Institutional capacity assessment to understand the existing policies and institutional capacities of public and private youth serving organisations. • Gap Analysis • Assess socio-cultural factors that could impact program • Assess national and legal regulatory framework in detail • Collect baseline information on urban hub to inform impact evaluation (e.g. health, productivity etc.)
5	Project Start-Up	<ul style="list-style-type: none"> • Acquire office space (if necessary) • Recruit local staff (admin and technical staff, program implementation staff e.g. job counsellors, job placement officers) • Design relevant education and training strategy and develop work-plan

6	Local Civil Society and Government Partnerships Established	<ul style="list-style-type: none"> • Develop key selection criteria for local civil society partnerships • Gather information on potential partners assess capacity and suitability • Contact / dialogue with civil society organisations and local government ministries to establish interest • Clearly define roles, responsibilities, authorities, next steps and exit points • Nominate persons responsible for communication and decision making for each party • Draft/sign MOUs detailing all roles and responsibilities
7	Private Sector Partners Recruited	<ul style="list-style-type: none"> • Gather information about local businesses to assess capacity and suitability • Contact /dialogue with local business to establish interest • Work with local businesses to understand skills in demand and requirements of staff • Clearly define roles, responsibilities, authorities, next steps and exit points • Nominate persons responsible for communication and decision making for each party • Develop partnership agreement
8	Local Training Partners Selected and Relationships Formalised	<ul style="list-style-type: none"> • Map local training institutions • Gather information on potential partner training institution and assess capacity, suitability and any gaps. • Contact / dialogue with training institutions to establish interest • Clearly define roles, responsibilities, authorities, next steps and exit points • Nominate persons responsible for communication and decision making for each party • Draft/sign MOUs detailing all roles and responsibilities
9	Youth Selected	<ul style="list-style-type: none"> • Establish key selection criteria for target youth • Establish processes for youth application to program / selection • Engage local organisations, schools, churches etc. to identify potential youth participants • Raise awareness about YWFD program through a variety of forms and communication platforms • Hold orientation meetings to brief community, local youth and their families about the program • Invite youth to register their interest and provide details to staff at World Vision program office • Hold group and individual interviews • Assess and select appropriate number of youth • Collect baseline information on youth

10	Youth Supported	<ul style="list-style-type: none"> • Design and develop training materials and career counselling program • Implement job coaching training sessions for career coaches/ case workers • Place selected youth into appropriate groups to be managed by career counsellor/ case worker • Youth to participate in group meetings and individual meetings with career counsellor/ case manager • Youth work with career coaches to develop career development plans • Youth are provided with additional counselling (or psycho social support) as required
11	Youth Trained and Equipped	<ul style="list-style-type: none"> • Work with training providers to design and develop training relevant training curriculum to suit needs of youth being targeted as well as the private sector • Hire or train capable trainers • Provide youth with necessary resources (e.g. uniforms, manuals, certifications etc.) • Provide training (basic non formal education, technical training, entrepreneurship training, life skills training and/ or financial education)
12	Youth Offered Economic Opportunities	<ul style="list-style-type: none"> • Work with private sector partners to identify appropriate internship opportunities for youth to gain practical experience • Youth apply and interview for internship opportunity relevant to their technical skills • Youth intern for 2-3 months • Workforce ready youth supported to find employment through job boards, job matching services and career counsellors • Entrepreneurial youth supported to develop micro enterprise • Facilitate access to financial services through partner organisations
13	Pilot Monitored and Evaluated	<ul style="list-style-type: none"> • Capture/ record learning (to inform replication) • Engage in continuous review of progress to identify ways to improve necessary changes • Make improvements and necessary changes • Measure impacts on youth's employment status, income levels, education status, confidence, positive development • Scan for unintended outcomes • Measure impact on other variables for which baseline data was collected • Plan next steps for replication, scale up or exit

ANNEXURE 3 Resource and Cost Estimates

The following Tables outline the estimated costs associated with each piloting approach. The figures presented in this paper have been reviewed and ratified by technical specialists in the field of youth livelihoods.

All potential cost elements associated with each piloting approach have been identified. However in implementation some of the costs outlined may not be incurred to the extent indicated. A contingency of between [5-10%] has been included against each cost element as a matter of prudence to allow for variations arising from local conditions and circumstances depending on the country in which the approach is being implemented.

It is expected that if a pilot project is scaled-up, the total number of beneficiaries will increase accordingly, thereby reducing the overall cost-per-participant

*Denotes an assumption

Full-Scale Approach
Project Term: 4 years* Program Participants Per Year: 200* Total Beneficiaries: 800*
Training Cycle Includes:
Pre-Employment Phase Livelihood Accompaniment Phase
Break Down of Pre-Employment Phase*
Training on social and economic rights Basic education course (reinforcing basic math and literacy skills if required) Workshop on jobs available to young people and skills required Introductory training on entrepreneurship Financial education Life skills training Career counselling
Break Down of Livelihood Accompaniment Phase*
Technical training combined with internship combined with a) Workforce Stream: 1 month of job placement support (assistance contacting employers, developing CV, training on job seeking skills) b) Entrepreneurship Stream: 1 month entrepreneurship training including developing a business plan and mentoring from a local business owner Both options are underpinned by life skills, financial education and counselling services

Full-Scale Approach			
Resources and Estimated Costs (USD)			
Office Space:	Yearly Cost:	Total Program:	Notes:
Physical office location (approx the size of a 2 story house)	\$6,000	\$24,000	Initial spend of 2000 plus 500 for assuming 600 per desk assuming \$150 per desk chair and 50 per regular chair maintenance One off cost
Security (Alarms, locks etc.)	\$2,000	\$2,500	
14xDesks	\$8,400	\$8,400	
22 x Chairs	\$2,500	\$2,500	
Kitchen (including fridge, cups, plates, cutlery etc.)	\$2,000	\$2,500	
Amenities	\$1,200	\$1,200	
Cleaning Services	\$600	\$2,400	
Staffing:	Yearly Cost:	Total:	Notes:
Project Manager	\$24,000	\$96,000	Also to manage JobMatch system
Financial and Office Administration Manager	\$15,000	\$60,000	
Youth Mobilizer	\$15,000	\$60,000	
4 x Case Workers	\$60,000	\$240,000	
Social Worker	\$15,000	\$60,000	
Corporate Partnerships Coordinator	\$18,000	\$72,000	
3x Employer Marketers	\$54,000	\$216,000	
Business Facilitator	\$18,000	\$72,000	
Training and Curriculum Coordinator	\$15,000	\$60,000	
Office Receptionist	\$15,000	\$60,000	
Security Guard	\$2,400	\$9,600	
Plus 20% for ON Costs (insurance, pension etc.)	\$50,280	\$201,120	
Consultancies	\$25,000	\$100,000	
Travel:	Yearly Cost:	Total:	Notes:
Domestic travel for local staff	\$19,800	\$79,200	220 days per year x 9 staff (Youth Mobilizer, Case Workers, Coporate Partnerships Coordinator, Employer Marketers) at\$10 per day
Supplies and Materials:	Yearly Cost:	Total:	Notes:
14 x Computers and Monitors (including software e.g. Microsoft Office)	\$8,700	\$8,700	One off cost Calculated at \$130 each assumed to be a one off cost
Projector and Screen	\$840	\$840	
Printer and Photocopier	\$5,500	\$5,500	
Internet	\$2,400	\$9,600	
Land phone (incl running costs)	\$2,400	\$9,600	
15xMobile Phones	\$1,950	\$1,950	
15x Running Cost of Mobile Phones	\$18,000	\$72,000	
14x Lockable Filing Cabinets	\$2,800	\$2,800	
Office supplies (flip charts, paper, pens, binders, etc.)	\$1,200	\$4,800	
Project Activities:	Yearly Cost:	Total:	Notes:
Labour Market Assessment (Yearly)	\$5,000	\$20,000	estimate \$800 training costs per participant
Youth Profiling / Community Youth Mapping (Yearly)	\$5,000	\$20,000	
M&E Activities (Evaluation and Baseline)	\$35,000	\$35,000	
Training Curriculum and Trainings (Youth, Trainers, CSOs etc)	\$160,000	\$640,000	
JobMatch Infrastructure	\$50,000	\$50,000	
Bulk SMS Messages	\$300	\$1,200	
Technical Support / Learning Support	\$7,000	\$28,000	
Sub-Total Estimated Costs	\$668,270	\$2,311,410	
CAM Costs	\$167,068	\$577,853	plus 25% of total estimated costs
TOTAL ESTIMATED COSTS	\$835,338	\$2,889,263	

Emergent Approach
Project Term: 4 years* Program Participants Per Year: 40* Total Beneficiaries: 160*
Training Cycle Includes:
Pre-Employment Phase Livelihood Accompaniment Phase
Break Down of Pre-Employment Phase*
Training on social and economic rights Basic education course (reinforcing basic math and literacy skills if required) Workshop on jobs available to young people and skills required Introductory training on entrepreneurship Financial education Life skills training Career counselling
Break Down of Livelihood Accompaniment Phase*
Technical training combined with internship combined with developing CV, training on job seeking skills) b) Entrepreneurship Stream: 1 month entrepreneurship training including developing a Both options are underpinned by life skills, financial education and counselling services

Emergent-Scale Approach			
Resources and Estimated Costs (USD)			
Office Space:	Yearly Cost:	Total Program:	Notes:
Physical office location (approx the size of a 2 story house)	\$6,000	\$24,000	Initial spend of 2000 plus 500 for maintenance assuming 600 per desk assuming \$150 per desk chair and 50 per regular chair Initial spend of 2000 plus 500 for maintenance One off cost
Security (Alarms, locks etc.)	\$2,000	\$2,500	
14xDesks	\$5,400	\$5,400	
17 x Chairs	\$1,750	\$1,750	
Kitchen (including fridge, cups, plates, cutlery etc.)	\$2,000	\$2,500	
Amenities	\$1,200	\$1,200	
Cleaning Services	\$600	\$2,400	
Staffing:	Yearly Cost:	Total:	Notes:
Project Manager	\$24,000	\$96,000	Also to manage JobMatch system
Financial and Office Administration Manager	\$15,000	\$60,000	
Youth Mobilizer	\$15,000	\$60,000	
Case Worker	\$15,000	\$60,000	
Social Worker	\$15,000	\$60,000	
Corporate Partnerships Coordinator	\$18,000	\$72,000	
Business Facilitator	\$18,000	\$72,000	
Office Receptionist	\$15,000	\$60,000	
Security Guard	\$2,400	\$9,600	
Plus 20% for ON Costs (insurance, pension etc.)	\$27,480	\$109,920	
Consultancies	\$25,000	\$100,000	
Travel:	Yearly Cost:	Total:	Notes:
Domestic travel for local staff	\$6,600	\$26,400	220 days per year x 3 staff (Youth Mobilizer, Case Worker, Corporate Partnerships Coordinator) at \$10 per day
Supplies and Materials:	Yearly Cost:	Total:	Notes:
9 x Computers and Monitors (including software e.g. Microsoft Office)	\$5,670	\$5,670	One off cost
Projector and Screen	\$840	\$840	
Printer and Photocopier	\$5,500	\$5,500	off cost
Internet	\$2,400	\$9,600	
Land phone (incl running costs)	\$2,400	\$9,600	Calculated at \$100 per month per staff approx \$200 each
8xMobile Phones	\$1,040	\$1,040	
8x Running Cost of Mobile Phones	\$9,600	\$38,400	
9 x Lockable Filing Cabinets	\$1,800	\$1,800	
Office supplies (flip charts, paper, pens, binders, etc.)	\$1,200	\$4,800	
Project Activities:	Yearly Cost:		Notes:
Labour Market Assessment (Yearly)	\$5,000	\$20,000	estimate \$800 training costs per participant
Youth Profiling / Community Youth Mapping (Yearly)	\$5,000	\$20,000	
M&E Activities (Evaluation and Baseline)	\$35,000	\$35,000	
Training Curriculum and Trainings (Youth, Trainers, CSOs etc)	\$128,000	\$512,000	
JobMatch Infrastructure	\$50,000	\$50,000	
Bulk SMS Messages	\$300	\$1,200	
Technical Support / Learning Support	\$7,000	\$28,000	
Sub-Total Estimated Costs	\$469,180	\$1,541,120	
CAM Costs	\$117,295	\$385,280	plus 25% of total estimated costs
TOTAL ESTIMATED COSTS	\$586,475	\$1,926,400	

Modular Approach
Project Term: 4 years* Program Participants Per Year: 200* Total Beneficiaries: 800*
Training Cycle Includes:
Pre-Employment Phase Livelihood Accompaniment Phase
Break Down of Pre-Employment Phase*
Training on social and economic rights Basic education course (reinforcing basic math and literacy skills if required) Workshop on jobs available to young people and skills required Introductory training on entrepreneurship Financial education Life skills training Career counselling
Break Down of Livelihood Accompaniment Phase*
Technical training combined with internship combined with 1 month of job placement support (assistance contacting employers, developing CV, training on job seeking skills)
Underpinned by life skills, financial education and counselling services

Modular Approach			
Resources and Estimated Costs (USD)			
Office Space:	Yearly Cost:	Total Program:	Notes:
Physical office location (approx the size of a 2 story house)	\$6,000	\$24,000	Initial spend of 2000 plus 500 for maintenance assuming 600 per desk assuming \$150 per desk chair and 50 per regular chair Initial spend of 2000 plus 500 for maintenance One off cost
Security (Alarms, locks etc.)	\$2,000	\$2,500	
13xDesks	\$7,800	\$7,800	
20 x Chairs	\$2,250	\$2,250	
Kitchen (including fridge, cups, plates, cutlery etc.)	\$2,000	\$2,500	
Amenities	\$1,200	\$1,200	
Cleaning Services	\$600	\$2,400	
Staffing:	Yearly Cost:	Total:	Notes:
Project Manager	\$24,000	\$96,000	Also to manage JobMatch system
Financial and Office Administration Manager	\$15,000	\$60,000	
Youth Mobilizer	\$15,000	\$60,000	
4 x Case Workers	\$60,000	\$240,000	
Social Worker	\$15,000	\$60,000	
Corporate Partnerships Coordinator	\$20,000	\$80,000	
3x Employer Marketers	\$54,000	\$216,000	
Training and Curriculum Coordinator	\$15,000	\$60,000	
Office Receptionist	\$15,000	\$60,000	
Security Guard	\$2,400	\$9,600	
Plus 20% for ON Costs (insurance, pension etc.)	\$47,080	\$188,320	
Consultancies	\$25,000	\$100,000	
Travel:	Yearly Cost:	Total:	Notes:
Domestic travel for local staff	\$19,800	\$79,200	220 days per year x 9 staff (Youth Mobilizer, Case Workers, Coporate Partnerships Coordinator, Employer Marketers) at\$10 per day
Supplies and Materials:	Yearly Cost:	Total:	Notes:
14 x Computers and Monitors (including software e.g. Microsoft Office)	\$8,700	\$8,700	One off cost
Projector and Screen	\$840	\$840	
Printer and Photocopier	\$5,500	\$5,500	
Internet	\$2,400	\$9,600	
Land phone (incl running costs)	\$2,400	\$9,600	
14xMobile Phones	\$1,820	\$1,820	
14x Running Cost of Mobile Phones	\$15,600	\$62,400	Calculated at \$130 each assumed to be a one off cost
13x Lockable Filing Cabinets	\$2,600	\$2,600	
Office supplies (flip charts, paper, pens, binders, etc.)	\$1,200	\$4,800	
Project Activities:	Yearly Cost:		Notes:
Labour Market Assessment (Yearly)	\$5,000	\$20,000	
Youth Profiling / Community Youth Mapping (Yearly)	\$5,000	\$20,000	
M&E Activities (Evaluation and Baseline)	\$35,000	\$35,000	
Training Curriculum and Trainings (Youth, Trainers, CSOs etc)	\$160,000	\$640,000	estimate \$800 training costs per participant
JobMatch Infrastructure	\$50,000	\$50,000	
Bulk SMS Messages	\$300	\$1,200	
Technical Support / Learning Support	\$7,000	\$28,000	
Sub-Total Estimated Costs	\$645,490	\$2,223,830	
CAM Costs	\$161,373	\$555,958	plus 25% of total estimated costs
TOTAL ESTIMATED COSTS	\$806,863	\$2,779,788	

ANNEXURE 4 Donors with a Youth Workforce Development Focus

Donors in the youth economic opportunities field have a diverse set of interests and priorities. In general, donors embrace funding strategies that complement their organisation's mission, resources, and experience while seeking to close knowledge gaps and advance the in the area of youth economic engagement and empowerment.

The below tables present a range of bi-lateral agencies, multi-lateral agencies, UN agencies as well as foundations that have identified youth workforce development as an area of focus. These tables consider information sourced from a variety of documents including annual strategic plans, organisational policy documents, and other similar reviews looking at donor intentions.

Donors with a Youth Workforce Development Focus			
Bi-Lateral Agencies	Multi-Lateral Agencies	UN Agencies	Foundations
Australian Aid	Asian Development Bank	International Labour Organisation	Aga Khan Foundation
Canadian International Development Agency	African Development Bank	United Nations Development Programme	Education for Employment Foundation
Danish International Development Agency	Commonwealth Secretariat	United Nations Educational, Scientific and Cultural Organisation	Kauffman Foundation
GLZ (German Aid Agency)	European Commission	United Nations Social Policy and Development Division: Youth	Mastercard Foundation
South Africa's National Youth Development Agency	Inter-American Development Bank		Microsoft
Swiss Agency for Development Corporation	International Finance Corporation		The Prince's Youth Business International
United Kingdom's Department for International Development	Islamic Development Bank		The Rockefeller Foundation
US AID			

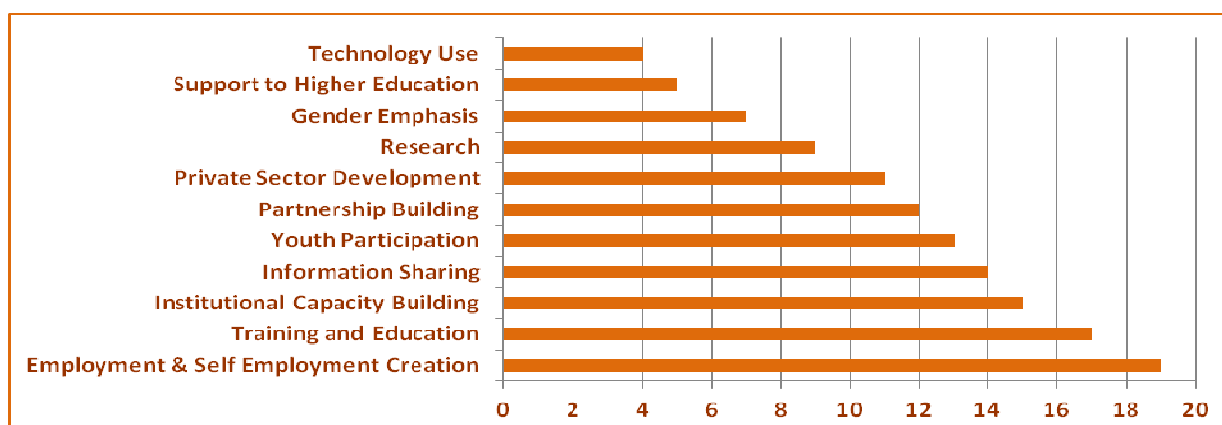


Figure5. Top Donor Strategies in Youth Workforce Development

For more information, contact:
Social Entrepreneurship & Economic Development Unit

World Vision Australia
1 Vision Drive
East Burwood, VIC, Australia 3151
kate.williams@worldvision.com.au
jock.noble@worldvision.com.au

April 2013