



Kate Williams and
Diana Conteras Suarez

Youth Engagement through Employment and Entrepreneurship:

A Review of Implemented Models and Opportunities



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

January 2013

ACKNOWLEDGEMENTS

The report reflects the support and contributions of many individuals and organisations from across the globe that work to increase and improve the economic opportunities for young people.

Thank you to the SEED Unit, in particular our Manager, Jock Noble, for your support, encouragement and guidance. We would also like to make a special acknowledgement to Olivia Davidson, *Economic Development Consultant, Business Facilitation*, for taking the time to review the draft so thoroughly and, as always, providing the appropriate balance of encouragement and constructive critique.

Our gratitude is also extended to Kyhl Amosson, *Global Director, Economic Development*, Dan Norell, *Senior Technical Advisor, Economic Development*, and Dr. Andreas Spaeth, *Economic Development Specialist, Learning Centre for Food Security, Climate Change and Economic Development* from World Vision's Economic Development Community of Practice for their ongoing support and guidance.

Thanks are also extended to:

Aishwarya Mahajan, *Head of Livelihoods South Asia, Aide et Action*

Andrew Devenport, *Chief Executive Officer, Youth Business International*

Andrew Ward, *Development Officer, Youth Business International*

Dr. Eric Rusten, *Senior Associate, Creative Associates International*

Erik Butler, *Project Director, Education Development Centre and Program Director, EQUIP3*

Karen Lewin, *Microfinance and Enterprise Development Consultant*

Kristen Roggemann, *Team Leader Client Outreach, Souktel*

William Reese, *President and Chief Executive Officer, International Youth Foundation*

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

CONTENTS

ACRONYMS	iv
EXECUTIVE SUMMARY	v
1. INTRODUCTION	1
2. WHY YOUTH EMPLOYMENT IS IMPORTANT AND OF INTEREST TO WORLD VISION	1
2.1 Youth as a Target Group for World Vision	3
2.2 Youth as Potential Assets in the Development Process	4
2.3 Youth Unemployment Globally	4
2.4 Causes of Youth Unemployment: A Complex Landscape	6
2.5 Effects of Youth Unemployment	7
3. APPROACHES TO YOUTH EMPLOYMENT	8
3.1 An Overview	8
3.2 Limitations in Interpreting Available Program Information	8
3.3 Conclusion: The Four Preferred Approaches to Youth Employment	10
4. EVALUATING THE FOUR PREFERRED APPROACHES	11
4.1 Youth Workforce Development Project Model	11
4.2 Team Sports Partnership Model for Youth Employability	16
4.3 Youth Entrepreneurship Model	20
4.4 Job Placement and Job Counselling Services Model	25
5. A COMPARISON OF THE FOUR PREFERRED APPROACHES	28
6. OUTCOMES – COMPARATIVE ‘WEIGHTED’ RESULTS	38
7. CONCLUSIONS and RECOMMENDATIONS	38
7.1 Recommended Key Project Characteristics/ Elements	39
7.2 Building WV’s Capacity through Synergies and Partnerships	40
7.3 A Conceptual Framework for Youth Workforce Development Projects	40
7.3.1 Strategy	42
7.3.2 Objectives	42
7.3.3 Logic	43
7.3.4 Delivery of Services	44
7.4 The Way Forward	44
REFERENCES	45
ANNEXURES	48
Annexure 1. Youth Livelihood Programming Best Practice	50
Annexure 2. Project Model Case Studies	58
Annexure 3. Life Skills	75
Annexure 4. World Vision’s DADD Framework	76
Annexure 5. World Vision’s Programme Effectiveness Standards	77
Annexure 6. Weighted Scoring Model	78

ACRONYMS

AeAI	Aide et Action International
ADP	Area Development Program
AED	Academy for Educational Development
CBO	Community Based Organisation
CID	Collectivo Integral de Desarrollo Project
CoP	Community of Practice
CWB	Child Well-being
CWBI	Child Well-being Indicators
CWBO	Child Well-being Outcomes
DADD	Do/Assure/Don't Do Framework
DPA	Development Programming Approach
EDC	Education Development Centre
EQUIP3	Educational Quality Improvement Program 3
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
ICT	Information and Communications Technology
iLEAD	Institute for Livelihood, Education and Development Model
ILO	International Labour Organisation
INGO	International Non-Government Organisation
IYF	International Youth Foundation
LEAP	Learning through Evaluation with Accountability and Planning
MIF	Multilateral Investment Fund
NGO	Non-Governmental Organisation
NO	National Office
PES	Programme Effectiveness Standards
PM	Project Model
PoA	Partner of Americas
SEED	Social Entrepreneurship and Economic Development
SO	Support Office
WB	World Bank
WV	World Vision
WVA	World Vision Australia
WVI	World Vision International
YBI	Youth Business International

EXECUTIVE SUMMARY

This report has been produced by World Vision Australia's Social Entrepreneurship and Economic Development (SEED) Unit. Its purpose is to identify and recommend an approach to youth¹ livelihood programming that can be developed into an evidence-based project model (i.e. a framework and process) which can be applied in appropriate contexts across the World Vision Partnership.

"World Vision exists to help every child experience life in all its fullness. When childhood ends, however, the lives of many young people are severely affected by lack of employment or engagement in meaningful activities."²

Globally, youth make up 25% of the world's working age population, more than 85% of whom live in developing countries. This disproportionately high number of young people, known as the 'youth bulge,' is projected to swell to 1.5 billion by 2035.

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

The growing challenge of absorbing youth into labour markets has created an urgent need for innovative projects that provide skills as well as meaningful employment and self-employment opportunities for young people.

World Vision can play a pivotal role in this integration as it is in a unique position to build upon its investments in early-childhood programs by continuing to invest in children as they make the transition to youth and adulthood. This can be facilitated through the implementation of projects designed to economically empower marginalised youth so they can successfully obtain meaningful work and become economically secure.

Although World Vision currently engages in youth programming, the development of a project model for youth employment and income generation would increase World Vision's capacity and efficiency in implementing effective approaches to Economic Development for youth across the Partnership. The development of a project model would also deliver additional benefits such as:

- An opportunity to learn and gather evidence, not only to deliver more effective projects, but also to assist in engendering the support necessary to acquire future project funding;
- The development of a learning and support framework, including complementary tools, that will assist Area Development Program staff in implementing youth livelihood projects; and
- The development of a monitoring and evaluation framework.

As the culmination of an extensive desktop review, this report identifies four proven approaches to youth employment programming and assesses the applicability of these programs to World Vision's objectives to determine the best approach(es) to pilot.

¹ The demographics of World Vision'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;
- Originate from a low socio economic strata;
- Are unemployed, underemployed or work in the informal sector;
- Have low education attainment; and
- Are considered "at risk" of or already engage in risky behaviour such joining gangs, teen pregnancy, crime, substance abuse or participating in other risky behaviours.

² Wheaton, A, Nessa, K. (2011) Youth Employment, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

The four approaches identified as most relevant to World Vision's focus are the:

- Youth Workforce Development Model;
- Team Sports Partnership Model for Youth Employability;
- Youth Entrepreneurship Model; and
- Job Placement and Job Counselling Services Model

This report presents relevant case studies and reviews available evidence on the impact of these programs.

Interpreting the outcomes of documented youth livelihood programs has proven problematic in that few have been formally and scientifically evaluated. Further shortcomings arise in that evaluation methods were not consistent and were rarely designed to capture evidence on the medium and long-term outcomes associated with youth employment programs.

The review confirmed that the realm of youth unemployment is highly complex; the main challenges facing programs for disadvantaged youth concern making it possible for them to break the cycle of persistent poverty while enabling them to gain the skills, attitudes, behaviours and perceptions needed to incubate a positive adulthood. One-dimensional, simple solutions do not work. Instead, what is required are multi-dimensional programs which target the principal causes that underlie the perpetuation of disadvantage.

With this understanding in mind, the authors developed a number of criteria for discernment to provide the fundamental basis for selecting and recommending an approach to pilot. It is intended that the selected project model would:

- Be proven
- Be replicable
- Be scalable
- Draw on 'Best Practice'; and
- Deliver significant returns on investment

Based on these criteria as well as the key lessons which emerged during the review, this report recommends that World Vision's SEED Unit designs and pilots the **Youth Workforce Development Model** which embraces key aspects of both the *Youth Entrepreneurship Model* and the *Job Placement and Counselling Services Model*.

The approach offers a complete training package which places young disadvantaged people into jobs by providing market-driven, technical/vocational training, life skills training, internships, job placement, and job counselling services.

Variations of the *Youth Workforce Development Project Model* 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 model 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 average job placement rates of 54%. Of those young people employed, 78% had formal contract and 74% earned minimum wage or better.

Evidently, the holistic and integrated nature of *Youth Workforce Development Projects* can be highly effective in addressing the root causes of youth unemployment thereby increasing the opportunities for young people to obtain meaningful employment and/or start a business.

This report articulates a conceptual framework and approach to *Youth Workforce Development Projects* which can be adapted to fit the local environment. The key program elements and characteristics recommended in the report are:

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

Build the capacity of local youth-support organisations to incorporate an asset-based approach to youth development.

➤ **Youth centred-approach**

Engage youth at all levels of the project - as members of project advisory boards, as consultants on the design and use of youth education materials, and as leaders of local youth councils.

➤ **Demand-driven programming**

Make connections between demand and supply factors by having project teams working with the local business community and education providers to ensure the relevance of livelihood programs.

➤ **Institutional strengthening and sustainability**

In order to ensure impact beyond the life of the project, it is critical to integrate institutional strengthening into all aspects of the project model. Significant technical assistance should be provided to local partners to develop their organisational capacity to operate self-sufficiently, effectively and efficiently.

➤ **Gender equity**

Develop and integrate strategies and tools that are appropriate to meet the developmental needs of both young women and men.

A move into the sphere of *Youth Workforce Development Projects* will present a range of new challenges for World Vision as it seeks to expand its skills base as quickly as possible to develop and deliver effective programs. In light of this recognition, the report suggests partnering arrangements or resource augmentation as possible short/medium term options for World Vision to implement while it gains experience in this new arena.

1. INTRODUCTION

This report has been produced by World Vision Australia's (WVA) Social Entrepreneurship and Economic Development (SEED) Unit. It builds on previous 2011 SEED research³ as well as a 2012 review⁴ of approaches to youth livelihood programming commissioned by World Vision International's (WVI) Youth Livelihoods Interest Group.

The purpose of this report is to identify and recommend an approach to youth employment programming that can be developed into an evidence-based project model (i.e. a framework and process) which can be applied in appropriate contexts across the World Vision (WV) Partnership.

2. WHY YOUTH EMPLOYMENT IS IMPORTANT AND OF INTEREST TO WORLD VISION

*"World Vision exists to help every child experience life in all its fullness. When childhood ends, however, the lives of many young people are severely affected by lack of employment or engagement in meaningful activities."*⁵

Over the next decade, one billion young people will enter the global labour market, the largest cohort ever to reach employment age.⁶ The World Bank estimates that simply to keep pace with this growth, 40 million new jobs must be created each year to accommodate for new market entrants, in addition to absorbing the 200 million who are unemployed in 2012 - 75 million of whom are young people.⁷

Globally, youth make up 25% of the world's working age population with more than 85% of them living in developing countries.⁸ This disproportionately high number of young people, known as the 'youth bulge,' is projected to swell to 1.5 billion by 2035.

Whether this 'youth bulge' represents a potential threat to global stability or a 'youth dividend' upon which societies prosper depends on how decisively we act to promote young people's access to the labour market and productive employment. Many believe that the 'youth bulge' presents a significant opportunity; powerful social and economic change can be brought about when youth have the opportunity to engage in meaningful economic activities and participate in their societies.⁹

With youth now comprising over half of the world's population, World Vision has a unique opportunity to leverage off its investments made in childhood programming to try to ensure that young people's transition into adulthood will be accompanied by the opportunity to become engaged, healthy, productive members of their community with dignified livelihoods.¹⁰

The SEED Unit researches and identifies effective generic approaches to economic development which can be progressed into approved Project Models (PM) which any National Office (NO) or Area Development Program (ADP) can use in their economic development programming.

³ Wheaton, A, Nessa, K. (2011) Youth Employment, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

⁴ Lewin, K. (2011) Economic Development Community of Practice : Youth Livelihoods Development Approaches Document, Youth Livelihoods Interest Group, World Vision International, Washington DC, USA

⁵ Wheaton, A, Nessa, K. (2011) Youth Employment, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

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

⁷ Manpower Group (2012) How Policy Makers Can Boost Youth Employment, URL: <http://files.shareholder.com/downloads/MAN/2074956109x0x600960/1f9d24d2-d737-40c7-805f-a38b183e7766/How%20Policymakers%20Can%20Boost%20Youth%20Employment%20FINAL%2009-18-12.pdf> (accessed 24/09/2012)

⁸ Youth Employment Network (2012) Youth Employment Network Brochure, Youth Employment Network, Washington DC, USA

⁹ Cardno Emerging Markets (2012) Vulnerable Youth Context: Livelihoods for Girls and Young Women, Cardno Emerging Markets USA, Washington DC, USA

¹⁰ Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

SEED seeks to develop an evidence-based, sustainable, scalable, and cost-effective project model that addresses the root causes of youth unemployment while increasing the opportunities for young people to obtain meaningful employment or start a successful business.

This report is the outcome of an extensive desktop review which has identified four fundamental, proven approaches to youth employment programming and presents relevant case studies. The intermediate objective was to assess the applicability of these programs to World Vision and determine the best approach(es) to pilot.

This report:

- Defines ‘youth’ in the context of a prospective World Vision target group;
- Provides a brief overview of the global status of youth unemployment;
- Highlights reasons for concern regarding youth employment, especially in the context of developing countries;
- Defines and build a case for each recommended approach, providing examples; and
- Analyses the information using a weighted scoring model to compare the four approaches and finally recommends a model for World Vision to pilot.

The desktop review examined the state of global youth unemployment and has assessed Best Practice relating to youth livelihood programming based on the opinions and experience of industry experts including the Multilateral Investment Fund (MIF), the Inter-American Development Bank (IDB), International Labour Organisation (ILO), World Bank (WB) and many others.

The four approaches identified as most relevant to World Vision’s focus are:

- Youth Workforce Development
- Team Sports Partnership for Youth Employability
- Youth Entrepreneurship
- Job Placement and Job Counselling Services

2.1 Youth as a Target Group for World Vision

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

Some simply define ‘youth’ as the period of human life between childhood and maturity. This definition is too vague, as it does not recognize that the transition from childhood to adulthood varies demographically across individuals, genders, countries and cultures.

Youth is a period of many critical transitions.¹¹ Young people experience a variety of physical, cognitive, emotional, economic and social changes that influence their needs, identities and behaviour as well as their opportunities.

The ILO defines youth as the cohort of young people aged between 15 and 24 years of age.^{12 13} While this constitutes the generally accepted international standard used to define youth, a young person is often characterized as such based on socioeconomic, cultural, or institutional contexts that vary by country and individual situation.¹⁴ In some countries the transcendence from youth to adult is defined at the age of majority, usually 18 years, when one assumes equal treatment under the law.

This report links the above concept of youth to that used by World Vision, which works to transform the lives of the most disadvantaged and at-risk.

Although the opportunities and constraints that vulnerable and disadvantaged youth face vary widely, generally the description below constitutes World Vision’s target youth group as considered by this report:

- Generally are aged between 15 and 24 years;
- Live below the poverty line (as defined by their country) or have a low-income status;
- Originate from a low socio economic strata;
- Are unemployed, underemployed or work in the informal sector;
- Have low education attainment; and
- Are considered “at risk” of or already engage in risky behaviour such as joining gangs, teen pregnancy, crime, substance abuse or participating in other risky behaviours.

¹¹ UNFPA (2007) UNFPA Framework for Action on Adolescents and Youth, Opening Doors with Young People: 4 Keys, UNFPA

¹² US AID (2012) Youth in Development: Realizing the Demographic Opportunity, US AID Policy on Youth, US AID, Washington DC, USA

¹³ Ibid 9

¹⁴ 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)

2.2 Youth as Potential Assets in the Development Process

Providing young people with employment and enterprise opportunities can contribute to human development objectives, such as improved health, and can reduce the likelihood that young people will engage in harmful activities. Young people who are well prepared when they start working are less likely to experience prolonged unemployment later. Finally, when young people are given the opportunity to lift themselves out of poverty, they take steps toward effectively discontinuing the vicious cycle of poverty that repeats generation after generation.

*“Young people are assets, not threats or problems to be solved.”*¹⁵

There are significant, tangible benefits to investing in youth. A smart investment in the productive capacity of today's youth could manifest in economic and social returns for years to come in terms of productive lives; thriving families, communities, and local economies; and a more peaceful and equitable society.¹⁶

2.3 Youth Unemployment Globally

*“The high percentage of youth unemployment has been recognized as one of the most serious barriers to economic and social development in many developing and developed countries.”*¹⁷

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 employment¹⁸ and working poverty.^{19,20}

The ILO estimates that nearly 75 million young people (25%) are unemployed in the world today.²¹ Globally, the youth unemployment rate is nearly three times higher than the adult unemployment rate. For those youth who have been able to find jobs, half of them are considered ‘working poor’, earning less than USD 2 per day.²²

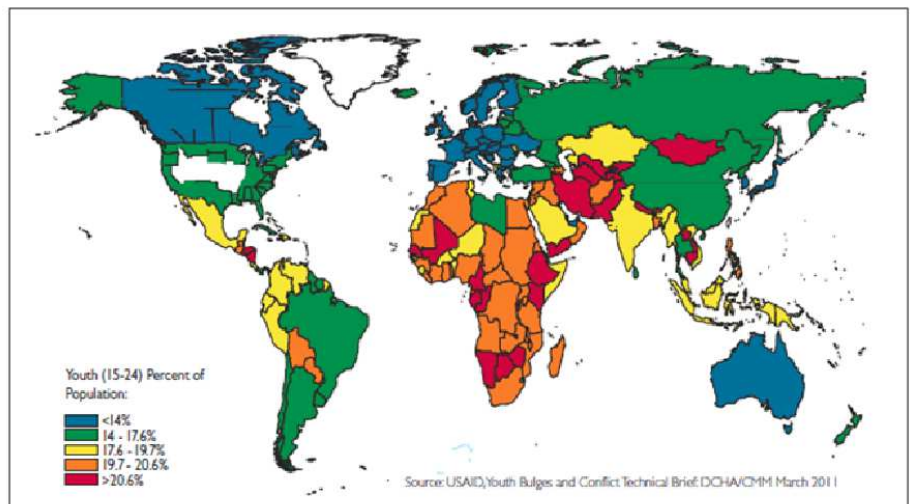


Figure 1. Global Youth Population 2011

The regions with the highest youth unemployment rates are Middle East and North Africa with 25.7

percent, followed by Central and Eastern Europe and the former Soviet states at 19.9 percent. In South-East Asia, youth unemployment is five times higher than adult unemployment.²³ In most developing regions, the regional

¹⁵ DFID (2012) The Three-Lens Approach, Youth Participation in Development: A Guide for Development Agencies and Policy Makers, DFID, URL: <http://www.ygproject.org/guide/introduction/three-lens-approach> (accessed 31/10/2012)

¹⁶ 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)

¹⁷ GIZ (2012) Economic Development and Employment, Background, URL: <http://www.giz.de/Themen/en/32223.htm> (accessed 11/10/2012)

¹⁸ Vulnerable employment is characterized by inadequate earnings, low productivity and difficult conditions of work that undermine workers' fundamental rights

¹⁹ The 'working poor' includes those working people whose incomes fall below a given poverty line.

²⁰ 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

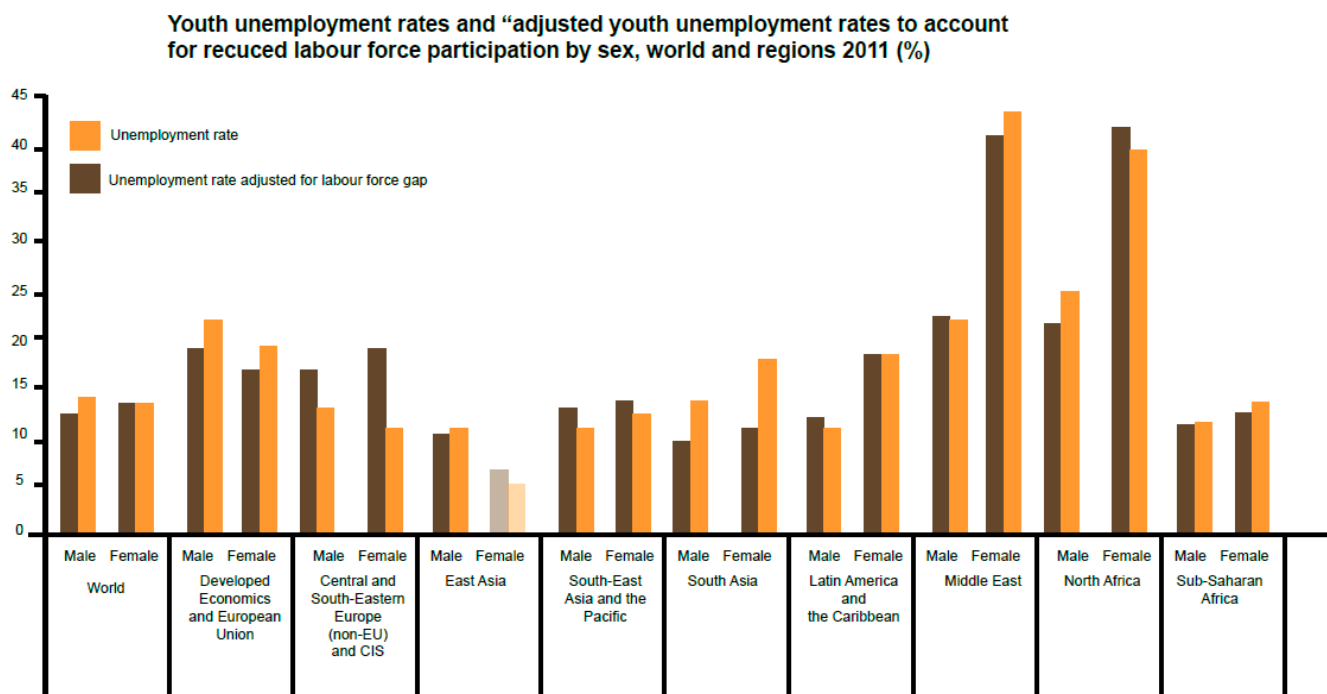
²¹ Wheaton, A, Nessa, K. (2011) Youth Employment, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

²² Youth Employment Network (2012) Youth Employment Network Brochure, Youth Employment Network, Washington DC, USA

²³ GIZ (2012) Economic Development and Employment, Background, URL: <http://www.giz.de/Themen/en/32223.htm> (accessed 11/10/2012)

youth unemployment rate for females considerably exceeds the male rate and young women are heavily underrepresented in the workforce (refer to Figure 2).

To turn the tide of the growing global youth unemployment problem and begin to achieve significant impact, discussions around investing in youth must to a greater extent address the causes and challenges of youth unemployment.



Note: The adjustment of the youth unemployment rate has been made on the basis of comparison of pre-cross trends in youth labour force participation and the ILO's estimates of the economically active population.

Source: ILO calculation based on ILO, Trends Econometric Models, October 2011 and ILO (2011d), Economically Active Population Estimates and Projections, 6th Edition

Figure 2. Youth Unemployment Rates 2011

2.4 Causes of Youth Unemployment: A Complex Landscape

Youth in developing economies encounter a range of individual, economic, demographic, cultural, and political factors that impact on their search for decent employment and integration into the labour market.^{24,25}

The core factors influencing youth unemployment include:

Mismatch between supply and demand – in many economies there exists a significant discrepancy between the number of young people seeking employment and the limited number of jobs offered. There are two common causes for this:

- Due to population growth and migration (particularly in urban contexts), it is not possible to absorb large cohorts of new entrants to the labour market.
- In many developing countries young job seekers cannot offer the skills that employers require.²⁶

Lack of matching mechanisms – in many developing countries labour market institutions scarcely exist or are ineffective due to a lack of human and financial resources. In addition, existing staff often lack the capacity to effectively match the supply and demand side either through labour market information systems or employment agencies.²⁷

Outdated curricula – schools, universities and vocational education institutions do not reflect the realities of the modern labour market and modern society. Compounding this is a lack of cooperation between the education system and the private sector, which results in youth being inadequately informed about the requirements and opportunities of the labour market. Consequently they do not possess the necessary technical, social and life skills, further perpetuating the mismatch between supply and demand.²⁸

Although life skills – such as critical thinking, problem solving, conflict management, showing respect for self/others and making healthy life choices – are believed to improve employability and enhance workplace effectiveness, they are traditionally not explicitly addressed by school or university curricula.²⁹

Lack of work experience – Youth require practical experience to build on their basic education and to acquire skills relevant to the labour market. Unfortunately there exists a labour market bias against youth, whereby many employers prefer skilled and experienced workers over first-time job seekers.^{30, 31}

Lack of access to credit and markets – Young people creating business start-ups are often restricted by their limited access to credit and support networks. Credit institutions are unlikely to provide loans to young people as they are unable to provide collateral. Furthermore, young people often only have limited access to the domestic market (providers and consumers) due to insufficient connections, knowledge, skills, professional experience and access to support networks.³²

Missing linkages between the formal and informal labour markets – For many young people the informal economy is the main entrance to the labour market. However, often this involves poor and unregulated working conditions, low pay and few opportunities for further development and training.³³ Therefore it is very difficult to advance from the informal to the formal labour market.³⁴

²⁴ International Labour Office (2012) Global Employment Trends for Youth 2012, International Labour Office, Geneva, Switzerland

²⁵ GIZ (2012) Economic Development and Employment, Background, URL: <http://www.giz.de/Themen/en/32223.htm> (accessed 11/10/2012)

²⁷ Ibid 25

²⁸ Ibid 25

²⁹ International Youth Foundation (2012) Opportunity for Action: Preparing Youth for 21st Century Livelihoods, International Youth Foundation, Baltimore, MD, USA

³⁰ Ibid 25

³¹ Wheaton, A, Nessa, K. (2011) Youth Employment, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

³³ International Youth Foundation (2012) Opportunity for Action: Preparing Youth for 21st Century Livelihoods, International Youth Foundation, Baltimore, MD, USA

³⁴ Ibid 28

2.5 Effects of Youth Unemployment

Entering the labour force is a critical life transition for youth. Unfortunately, vulnerable youth populations are particularly ill-prepared for this important transition and face a range of barriers in gaining employment or securing stable livelihood opportunities.

Globally, disadvantaged youth do not have proper foundational education or job training and lack examples of how to behave in the workplace. Few opportunities exist to develop the characteristics employers are seeking, such as working in teams, professionalism, problem solving and strong communication skills. This is problematic because young people who spend long periods of time looking for employment or have a hard time keeping a job can have increased difficulties securing employment later in life. Longer-term unemployment can be debilitating for young people. Experts call the negative long-term consequences of early unemployment “scarring effects.” The longer a person is unemployed, the longer the scarring effects are likely to last and impact on their personal well-being.³⁵

Youth look not only for a livelihood, but for dignity, purpose and meaning in their lives. The possession of a trade that is aligned with their interests and personal aspirations is essential to a young person’s personal wellbeing.^{36 37} However, growing and persistent youth unemployment has caused many youths to struggle with the erosion of self-confidence. For youth, the inability to find quality work increases vulnerability and feelings of uselessness, which can lead to personal and socially destructive behaviour.³⁸

Youth unemployment also has broader economic and social consequences.³⁹ Underutilisation of young people in the labour market can result in a vicious circle of intergenerational poverty and social exclusion. Youth who are unemployed face higher risks of engaging in illicit activities such as gang activity, substance abuse, and other behaviours that jeopardize their long-term employability prospects and successful integration into society.

It is clear that both the barriers and the stakes for young people in obtaining and keeping secure employment are high. Now more than ever, there is 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 to maintain them in the long term.



Youth in one of World Vision’s Area Development Programs

Williams Reese, CEO of the International Youth Foundation, recently postulated to achieve this we need “...concerted, organised action that will lift us beyond today’s array of pilot youth development programs to a place where significant investments are made in proven practices and programs that can then be taken to scale.”

⁴⁰ Only then can we develop long-term, systemic change that is the basis of true sustainability.

³⁵ International Labour Office (2012) Global Employment Trends for Youth 2012, International Labour Office, Geneva, Switzerland

³⁶ Cardno Emerging Markets (2012) Vulnerable Youth Context: Livelihoods for Girls and Young Women, Cardno Emerging Markets USA, Washington DC, USA

³⁷ Education Development Centre (2012) ‘Equip3 Lessons Learned: Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries’, Washington DC, USA

³⁸ 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

³⁹ International Labour Office (2012) Global Employment Trends for Youth 2012, International Labour Office, Geneva, Switzerland

⁴⁰ International Youth Foundation (2012) Opportunity for Action: Preparing Youth for 21st Century Livelihoods, International Youth Foundation, Baltimore, MD, USA

3. APPROACHES TO YOUTH EMPLOYMENT

3.1 An Overview

The growing challenge of absorbing youth into labour markets has created an urgent need for innovative projects that provide skills as well as employment and self-employment opportunities for young people.⁴¹ World Vision can play a pivotal role in this integration.

World Vision is in a position to build upon its investments in early-childhood programs by continuing to invest in children as they make the transition to youth and adulthood. It can achieve this through programs designed to economically empower marginalised youth so they can successfully obtain meaningful work and economic security.

A range of different interventions are necessary to help prepare and engage young people in economic activities. Section 4 below provides an overview of four proven, Best Practice approaches (refer to Annexure 1 to review Best Practice for youth livelihood programming). These are:

- Youth Workforce Development Model
- Team Sports Partnership Model for Youth Employability
- Youth Entrepreneurship Model
- Job Placement and Job Counselling Services Model

This report critically examines the available evidence on the impact of these programs based on an analysis of the factors that contribute to the success of the programs.

3.2 Limitations in Interpreting Available Program Information

*“The most basic challenge in scaling and mainstreaming Best Practices is identifying and assembling information about successful programs.”*⁴²

Until recently, there has been no central repository of information concerning youth employment programs. Even those projects that have been documented have rarely been formally and scientifically evaluated.

In preparing its recent Youth Employment Inventory, the World Bank determined that only a small minority of projects had actually included a measurement and evaluation component. Moreover, evaluation methods were not consistent and were rarely designed to capture evidence on the medium and long-term outcomes associated with youth employment programs.

As recognised by a recent Multilateral Investment Fund (MIF) study, *“...the time period between the baseline survey and the moment of the evaluation can greatly influence the estimated effects of these programs.”*⁴³

Some training services will only increase a young person’s employability in the long run, in which case no employment effects will be found if the evaluation is conducted too soon. Moreover, even if these programs do improve job placement in the short run, they may have no medium-term effects if beneficiaries can only access short-term jobs.

Beyond this, due to a lack of control group testing, few programs in the youth field can address the question of what would have happened to the youth graduates of these projects, in terms of job placement and other

⁴¹ US AID (2012) Youth in Development: Realizing the Demographic Opportunity, US AID Policy on Youth, US AID, Washington DC, USA

⁴² RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA

⁴³ Ibid 42

outcomes, if they had not participated in these programs. This report presents some evidence of formal impact evaluation conducted in some implemented programs when available.

There are different types of program evaluations including **process evaluations**, which focus on how well a program is delivered, and **performance monitoring**, which is concerned with timely indicators of how well program objectives are being achieved.

These are very important tools for improving program effectiveness and can be carried out even in countries with low administrative and analytical capacity. However, the incremental value of a program and its cost effectiveness can only be calculated through **impact evaluations**. When conducted rigorously, these impact evaluations can identify the effects of a given program on participants, and when coupled with cost information, can reveal the net benefits of programs to participants, to government finances, and in some cases to the broader labour market and society.⁴⁴

The majority of youth livelihood programs focus on documenting the number of young people employed upon completion of the program, rather than examining the difference made by the program compared with young people that did not participate in the program.

Other factors that should be considered include the additional outcomes or effects that youth employment programs have on youth development.

This fact highlights the need for more formal evaluations of the impact of youth livelihood programs in order to understand which programs actually work, generating gains for participants that are large enough to justify their cost, and which are less successful.⁴⁵

There is also limited evidence around the cost-effectiveness of youth livelihood programs.

a. Data Presented in this Report

The majority of figures in this report have been calculated from data listed in a 2012 Thematic Study of MIF youth related projects conducted by RTI International⁴⁶, as well as a metric study conducted by Souktel on its JobMatch projects. The MIF study reviews 20 youth focused projects of its portfolio of 123 projects that have been implemented by 20 different executing agencies across 11 countries. The projects being reviewed generally focus on three of World Vision's preferred approaches to youth employment: Youth Workforce Development Model, Sports Partnership Model for Youth Employability and Youth Entrepreneurship.

However MIF's 2012 study identified and lamented the deficiency of critical program evaluations and strongly recommended that *"more rigorous emphasis on results measurement and impact evaluation"*⁴⁷ be a strong strategic focus for its ongoing Youth Employment and Entrepreneurship Portfolio.

Due to a lack of credible and/or published research, this SEED report is not able to draw absolute conclusions. The conclusions drawn must therefore be considered with some caution. However, what has been presented as a legitimate basis for the recommendations in this report are the elements, characteristics and trends common to those broadly recognised by industry experts as successful programs.

⁴⁴ Betcherman, G. Et al (2004). Impacts of active labour market programs: new evidence from evaluations with particular attention to developing and transition countries

⁴⁵ Card, D., Ibarrarán, P., & Villa, J. M. (2011). Building in an evaluation component for active labor market programs: A practitioner's guide. Bonn, IZA: IZA DP No. 6085.

⁴⁶ RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA

⁴⁷ Ibid 45

3.3 Conclusion: The Four Preferred Approaches to Youth Employment

Notwithstanding the considerable limitations in reviewing available program data, this desktop study concluded that the following four approaches are preferred:

- **Youth Workforce Development Project Model**
- **Team Sports Partnership Model for Youth Employability**
- **Youth Entrepreneurship (Micro-Enterprise Development) Model**
- **Job Placement and Job Counselling Services Models**

4 EVALUATING THE FOUR PREFERRED APPROACHES

4.1 Youth Workforce Development Project Model

Youth Workforce Development Projects offer a complete training package which places young disadvantaged people into jobs by providing market-driven technical/vocational training, life skills training, internships, job placement, and job counselling services.

A number of *Youth Workforce Development Projects* also offer components of entrepreneurship support including business and enterprise planning assistance to young people who want to start their own business.

Although *Youth Workforce Development Projects* differ in their design, it is possible to identify various common elements, including:

- Their **goal** is to increase the probability that beneficiaries find a formal job and to improve the quality of employment;
- Their **coverage** is mainly urban but can also be adapted to peri-urban and rural contexts;
- They use a **demand-oriented model** which fosters private sector participation and is based on the principle that youth are trained in skills demanded by employers in the labour market;
- They provide **training services**, which include classroom technical training courses in lower-skilled trades, and/or classroom training in “soft” (socio-emotional) skills, and/or on-the-job training, each of which takes place over a one-to-three month period. Training is generally delegated to firms or to private sector vocational training centers; and
- They provide **labour intermediation services** through which program beneficiaries are matched to firms that have vacancies or provide internships.

A similar theory of change underpins all *Youth Workforce Development Projects*: if youth are trained in technical skills and life behaviours that are in demand by labour markets, placed in internships, and/or supported with job placement/counselling services, they will have increased employability and more likely gain meaningful work that can improve their economic wellbeing.

A number of organisations have successfully adapted the *Youth Workforce Development Project Model* to various contexts. Examples include:

- International Youth Foundation’s (IYF) **Entre21** model (Latin America);
- Aide et Action International’s (AeAI) **Institute for Livelihood, Education and Development (i LEAD)** model (South Asia);
- Plan International’s **Youth Economic Empowerment** model (Africa, South East Asia and Latin America);
- Education Development Centre’s (EDC) **Haitian Out-Of-School Youth Livelihood Initiative** (Haiti);
- The Academy for Educational Development’s (AED) **Programa Para O Futuro** program (Africa and Latin America); and
- The Chilean Government’s **Chile Joven** program (Latin America), replicated for some other countries latter in Latin America.

Refer to Annexure 2 for case studies of each of these programs.

Below are examples of Youth Workforce Development Project Models:



Figure 3. International Youth Foundation's Entre 21 Model

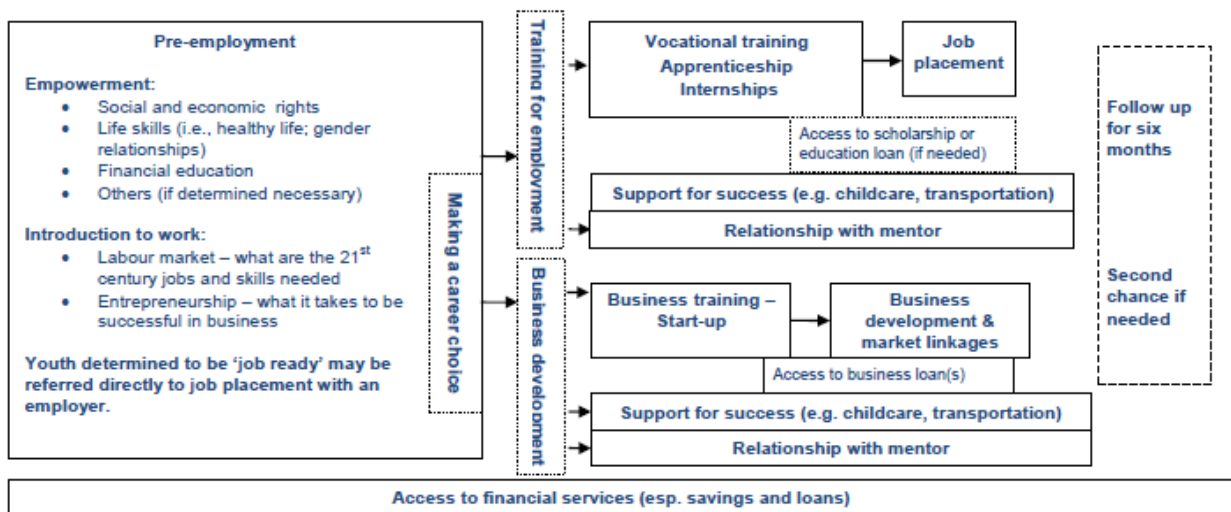


Figure 4. Plan International's Youth Economic Empowerment Model

Below presents a sample of information about the *Youth Workforce Development Model* calculated from RTI International's 2012 Thematic Study of MIF Youth-related Projects.

Comprehensive Youth Employment Model				Organisation: MIF	
	Number of Youth Enrolled	Total Cost	Low	Median	High
Cost per Beneficiary	11 848	\$12 089 308	\$824	\$1 014	\$1 809
Job Placement Outcomes	17 956		10.2%	28.5%	82.0%
Project Completion Rates	14 152		57%	82.0%	97%
		Project Duration in Months			
Participant per Month of Duration	14 152	256	8	55	315

1) Sources Table 37, RTI Report 2012

2) Calculated from Table 15 and Exhibit 5, RTI Report 2012

➤ *The Case for the Youth Workforce Development Model*

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.⁴⁸ A combination of technical, life skills, practical training, job search assistance and general social support can give at-risk youth the tools that they need to move from being socially excluded to participating fully in society.

Drawing on industry 'Best Practice', the *Youth Workforce Development Project Model* provides disadvantaged and vulnerable youth with training that incubates the development of the necessary technical, cognitive and behavioural skills to prepare them for employment and self-employment opportunities.

Addressing the skills mismatch which exists in many economies, *Youth Workforce Development Projects* utilise a 'dual-client approach' considering the needs of both young people and local employers.^{49 50} In some cases, the training institutions work as a bridge to match both sides, working in partnership with the private sector in selecting relevant content and skills for training and organising the practical component through possible internships.

Directly responsive to local employment conditions, technical/vocational training is market-driven, and is adapted to what 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.⁵¹

Youth Workforce Development Projects also emphasize the importance of life skills (refer to Annexure 3).⁵² There is evidence indicating that life skills are in high demand by employers, and are often more valued than general or industry-specific knowledge.⁵³ Life skills teach youth to communicate clearly and help them to recognize

⁴⁸ 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

⁴⁹ Manpower Group (2012) How Policy Makers Can Boost Youth Employment, URL: <http://files.shareholder.com/downloads/MAN/2074956109x0x600960/1f9d24d2-d737-40c7-805f-a38b183e7766/How%20Policymakers%20Can%20Boost%20Youth%20Employment%20FINAL%2009-18-12.pdf> (accessed 24/09/2012)

⁵⁰ Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

⁵¹ Ibid 50

⁵² Life skills can also be referred to as soft skills, interpersonal skills, and/or human development.

⁵³ 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

economic opportunities, increasing the probability of employment in the future.⁵⁴ These behavioral skills are particularly relevant to disadvantaged, out-of-school youth that come from difficult backgrounds and challenging life circumstances, who are far less likely to have been exposed to an environment of life skills development than their counterparts.



Young women trained in hairdressing by World Vision

The internship component of the *Youth Workforce Development Project Model* addresses the ‘work/experience’ trap that frequently impedes young people finding employment. Internships are designed to provide professional experience, on-the-job training, and a pathway to employment for youth. They offer the opportunity for youth to apply their newly gained technical knowledge and skills, and to practice workplace behaviour, such as meeting deadlines, working in groups and being punctual. In many cases with disadvantaged youth, an internship could be their first opportunity to interact with supervisors and co-workers from different economic and social backgrounds. Internships also increase a young person’s professional network and contacts that are beneficial to future employment opportunities.⁵⁵

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.⁵⁶ The Education Development Centre’s 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).⁵⁷

A number of studies have supported this contention, concluding that 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.^{58 59}

The model’s drawbacks result from excessive costs that delay the returns of positive net gains in the short and medium terms, as well as issues in the selection process of training providers, the quality of the syllabus and capacity of managing institutions. Participation of the private sector is important to guarantee demand-driven training and also sustainability of the program when the cost of training is shared.⁶⁰

⁵⁴ Ibid 55

⁵⁵ Ibid 49

⁵⁶ 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

⁵⁷ Education Development Centre (2012) *‘Equip3 Lessons Learned: Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries’*, Washington DC, USA

⁵⁸ Lee, N. (2012) *Give Youth A Chance: An Agenda for Action*, Multilateral Investment Fund, Washington DC, USA

⁵⁹ Ibid 52

⁶⁰ Ibarraran, 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.

➤ **Some Impact Evaluation Results**

Some of the programs that have implemented the *Youth Workforce Development* design have evaluated the impact of the program estimating the gains on labour outcomes comparing the situation participants are in after participating in the program to the situation they would be facing if they have not participated in the program. The main findings are:^{61 62 63 64}

- 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.
- Increase of life skills, such as self-esteem, determination and strength of mind, behaviour in situations of conflict and leadership
- On average the overall cost of participating in the program is recovered in 18 months.

➤ **SCOR Analysis of Youth Workforce Development Projects**

Strengths	Challenges
<ul style="list-style-type: none"> • Proven, evidence-based model which has been adapted to urban and peri-urban contexts, and both developed and developing economies across the globe. • Draws on 'Best Practice.' • Is replicable and scalable. • Is relevant to both sexes and a range of age groups. • Considers both the supply side (supply of employable young people) and the demand side (employers demand for labour force) and looks to match both sides to each other. • Comprehensive multi-service programs show positive and significant net gains in employment and earnings of beneficiaries within 18 months of graduation. • Contributes to the long-term employability as well as personal development from life skills training and counselling services. 	<ul style="list-style-type: none"> • Implementation is complex and demands technical capacities at a high level in the broad areas of economics and business administration • Difficulties associated with placing young people into internships/apprenticeships in rural areas • Identifying job opportunities and internships requires a significant investment of time • High rates of attrition • Adapting the model to face socio-cultural barriers, such as corruption or poor legal and juridical environment.
Opportunities	Risks
<ul style="list-style-type: none"> • Increasing donor interest in comprehensive, multi-service approaches • Increasing interests from governments in the area of youth livelihoods • Ability to scale and replicate model depending on local resources • Scalability would reduce training costs • Could connect with already existing youth organisations / to deliver services or potentially create Youth Hubs. • Promote gender equity by being accessible to men and women • Adaptation to rural areas and improving the focus on agricultural activities • 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 • Attendance by youth with family commitments, such as young mothers • Lack of local vocational training institutions • The absence of a minimum level of education can render vocational training ineffective • Potential lack of capacity to implement model in some NO and ADP offices

⁶¹ 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.

⁶² 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.

⁶³ Ibarrarán, P. & Rosas D. (2007) Impact evaluation of a Labour Training Program in Panama., (Washington DC, OVE)

⁶⁴ 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).

4.2 Team Sports Partnership Model for Youth Employability

Team Sports Partnership Model for youth employability is an innovative approach to youth economic engagement that combines life skills, market-driven technical training, and team sports to help young people find jobs or learn entrepreneurial skills.⁶⁵

Building on the same core elements as the *Youth Workforce Development Model*, the *Team Sports Partnership Model* utilizes sport as a tool to transform youth into more employable individuals using six principles⁶⁶:

- Respect;
- Teamwork;
- Discipline;
- Communication;
- Focus on Results; and
- Continued Self-Improvement.

The focus is not on sports training, but rather, the application of sport lessons to personal skill development essential to employment training. Sports can play an important therapeutic role as on youth population that provides a framework to develop character and personality. The ability to express, to opine and to reason are developed among young populations through sport activities that also allow them to increase their confidence and self-esteem⁶⁷.

Sport-based training is the first step towards employment, followed by targeted vocational training and internship placement, complimented by continuous support from mentorships.⁶⁸ Primarily, this approach is intended for youth aged 11-18 years and has a tendency to attract more males than females.⁶⁹

Using Partner of Americas (PoA) and the MIF flagship sports-based employment and job skills training program, A Ganar,⁷⁰ as an example, *Team Sports Partnership Models* can generally be broken down into four phases:

- **Sport-based life skills training** led by two different types of trainers: one for field activities and one for classroom activities, both of which use sport themes to reinforce basic math, reading and computer skills. Life skills are also reinforced throughout the phases.
- **Technical skills training:** Depending on the local context, technical training is usually contracted out to training institutes. Basic entrepreneurial skills training are also provided.
- **Internships** typically lasting one to two months.
- **Follow-on and alumni networking:** Youth receive support with job placement and/or school recommencement. A series of workshops is organized over the course of one year to help maintain contact with alumni and provide a space for them to share experiences and learn about new job opportunities.

⁶⁵ Multilateral Investment Fund (2012) Give Youth a Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

⁶⁶ Ibid 60

⁶⁷ Cheng, I. H. (2010). Case studies of integrated pedagogy in vocational education: A three-tier approach to empowering vulnerable youth in urban Cambodia. *International Journal of Educational Development* 30(4): 438-446.

⁶⁸ Ibid 60

⁶⁹ Mathare Youth Sports Association (2012) Mathare Youth Sports Association Website, URL: <http://www.mysakenya.org/> (accessed 21/11/2012)

⁷⁰ Ibid 60

The *Team Sports Partnership Model* has been adapted to many different contexts and the curriculum encompasses a variety of sports including soccer, baseball, rugby, cricket and field hockey. Mentoring occurs throughout the training cycle and a minimum of 20 hours are dedicated to a service learning project in the youths' communities.

The cost per beneficiary is relatively low. For the A Ganar projects the cost per beneficiary varied between AUD\$350 and AUD\$1,100 (excluding project administration costs).⁷¹

Other examples of organisations employing sport to build young people's skills and employability include:

- Deutsche Gesellschaft für Internationale Zusammenarbeit's (GIZ) **Youth Development through Football** program (Africa); and
- US AID's **Mathare Youth Sports Association** project (Kenya).

Refer to Annexure 2 for case studies of each of these programs.

Below presents a sample of information about the *Team Sports Partnership Model* calculated from RTI International's 2012 Thematic Study of MIF Youth-related Projects.

Sports Partnership Model for Youth Employability				Organisation:MIF	
	Number of Youth Enrolled	Total Cost	Low	Median	High
Cost per Beneficiary	3 140	\$4 500 433	\$1 110	\$1 433	\$1 748
Job Placement Outcomes	3 140		62.2%	67.7%	73.1%
Project Completion Rates	3 140		83%	83.8%	84%
		Project Duration in Months			
Participant per Month of Duration	3 140	110	28	28	28

1) Sources Table 37, RTI Report 2012

2) Calculated from Table 15 and Exhibit 5, RTI Report 2012

⁷¹ Mathare Youth Sports Association (2012) Mathare Youth Sports Association Website, URL: <http://www.mysakenya.org/> (accessed 21/11/2012)

➤ **The Case for the Team Sports Partnership Model for Youth Employability**

Youth represent a critical mass and it is clear that development cannot and will not be sustainable unless they are fully engaged. UNESCO's Deputy Director-General, Mr Getachew Engida claims that *"sport holds the key for this engagement ...and we must take every opportunity offered by sport as a learning tool and as a platform for young people to forge channels for their participation in public and political life."*⁷²

The potential of sport as a tool for development is being harnessed by a range of organisations across the world. The United Nations has argued that *"well-designed sport-based initiatives are practical and cost-effective tools to achieve objectives in development and peace."*⁷³ Moreover, sport is also a valuable and adaptable tool to address the youth unemployment challenge.

The *Team Sports Partnership Model* is built around the belief that youth possess skills such as how to work as a member of a team, how to communicate effectively, how to focus on results and others. Through formal and informal sports activities, youth have the opportunity to practice those skills daily.

The model seeks to transform these sport-based skills into market-driven skills and attitudes that enable young people to be successful in gaining and maintaining employment.⁷⁴

The *Team Sports Partnership Model* recognises the potential that sports can unleash when systematically included in the process of social change. Soccer (the sport generally adopted by the Model), in particular, has the power to *"...unite people and cultures all over the world. As a team sport it promotes fairness and tolerance, leapfrogs gender boundaries and fosters mutual understanding, thereby contributing to the positive development of personality and character."*⁷⁵

This is reflected in the Durban Declaration, which claims that *"an investment in young people – using sport as a medium – is an investment in national and community development."*⁷⁶



Youth participating in the A Ganar program

➤ **Some Impact Evaluation Results**

Unfortunately there are no net impact evaluations available for the *Team Sports Partnership Model*, which makes it difficult to assess the impact on the employment, quality of employment and earnings of participants. This also limits the calculation of the cost-effectiveness of the program.

⁷² UNESCO (2012) Youth powering the 8th World Conference on Sport, Culture and Education, Social and Human Sciences, UNESCO, URL: <http://www.unesco.org/new/en/social-and-human-sciences/resources/in-focus-articles/youth-powering-the-8th-world-conference-on-sport-culture-and-education/> (accessed 13/12/2012)

⁷³ UN-HABITAT (2012) Urban Youth and Sport for Development, United Nations Human Settlement Programme, Nairobi, Kenya

⁷⁴ Multilateral Investment Fund (2012) Give Youth a Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

⁷⁵ Mathare Youth Sports Association (2012) Mathare Youth Sports Association Website, URL: <http://www.mysakenya.org/> (accessed 21/11/2012)

⁷⁶ WFUNA (2012) Durban Declaration and Program of Action, World Federation of United Nations Associations (WFUNA), URL: <http://www.wfuna.org/durban-declaration-and-program-of-action> (accessed 13/12/2012)

➤ **SCOR Analysis of Team Sports Partnership Model for Youth Employability**

Strengths	Challenges
<ul style="list-style-type: none"> • Proven, evidence-based model which has been adapted to urban, peri-urban and rural contexts, and both developed and developing economies across the globe. • Draws on 'Best Practice.' • Is replicable and scalable. • Considers both the supply side (supply of employable young people) and the demand side (employers demand for labour force), and looks to match both sides to each other. • Sport increases the engagement of youth and helps to create a sense of community (this is particularly important in urban contexts where there is a lack of stable structures and often little sense of community). 	<ul style="list-style-type: none"> • Implementation is complex and demands technical capacities at a high level in the broad areas of economics and business administration • Difficulties associated with placing young people into internships/apprenticeships in rural areas • Identifying job opportunities and internships requires a significant investment of time • When scaled, will require dedicated local volunteers to act as coaches. •
Opportunities	Risks
<ul style="list-style-type: none"> • Ability to scale and replicate model depending on local resources • Scaling provides opportunities to reduce training costs 	<ul style="list-style-type: none"> • Gender bias: model is not as appealing to females / cultural practices restrict females from participating in the program • Is more relevant/ attractive to younger 'youth' typically aged between 11-18 years of age. Is not likely to get as much attention from older youth. • Model is dependent on external funding • Lack of local vocational training institutions • The absence of a minimum level of education can render vocational training ineffective • Potential lack of capacity to implement model in some NO and ADP offices

4.3 Youth Entrepreneurship (Micro-Enterprise Development) Model

It is important to differentiate between two very distinct sets of entrepreneurs - “subsistence” and “transformational” entrepreneurs.⁷⁷

Those who become entrepreneurs as a means of providing subsistence income are considered by this report as being *subsistence entrepreneurs*. In contrast, entrepreneurs who aim to create large, vibrant businesses that grow well beyond the scope of an individual’s subsistence needs and provide jobs and income for others are considered to be *transformational entrepreneurs*.⁷⁸

Professor Antoinette Schoar from the Massachusetts Institute of Technology contends that subsistence entrepreneurs constitute the majority of the entrepreneurs in developing countries.⁷⁹ Generally these entrepreneurs run small operations that provide alternative employment to the business owner and potentially their family members. Schoar states that “*these firms do not grow to be medium- or even large-size businesses; neither do they create employment opportunities for other workers in the economy.*”⁸⁰ Subsistence entrepreneurs are more likely to fall into World Vision’s target group.

Entrepreneurship (or Micro-Enterprise Development) is an innovative approach to integrating youth into today’s changing labour markets.

In contrast to the *Youth Workforce Development Model* and the *Team Sports Partnership Model*, which are similar to each other and consistent throughout the same four program components (technical training, life skills training, internships, and job placement/ counselling services), entrepreneurship projects are more diverse in their nature and do not all include the same program components.

The *Youth Entrepreneurship Model* seeks to help poor and low-income youth people (typically ages 18-35) launch new, and support recently created, businesses by providing business training, mentoring, technical assistance in developing business plans and access to start-up capital. These projects mainly target low-income youth with some level of high school education.

These projects involve actions aimed at each of the phases of the entrepreneurial process:

- **Developing the motivation and skills** for entrepreneurial activity;
- **Starting up the enterprise**; and
- **Providing support** during the first months or years of operation.

Examples of widely applied *Youth Entrepreneurship Models* include:

- Youth Business International’s (YBI) **Youth Entrepreneurship Model** (Global)
- Empretec’s **Youth Entrepreneurship Model** (Global)
- MIF’s **Colectivo Integral de Desarrollo** (CID) project (Peru)

Refer to Annexure 2 for case studies of each of these programs.

⁷⁷ Schoar, A. (2009) The Divide between Subsistence and Transformational Entrepreneurship, NBER Innovation Policy and the Economy, MIT, Massachusetts, USA

⁷⁸ Ibid 74

⁷⁹ Ibid 74

⁸⁰ Ibid 74

Below is an example of YBI Entrepreneurship Model.



Figure 5. Youth Business International's Youth Entrepreneurship Model

Empretec and YBI's *Youth Entrepreneurship Models* have been adapted to both developed and developing economies and applied to various contexts across the globe. Despite the low frequency of evaluations of these models, entrepreneurship programs show improvements in employment and earnings of young people, however there is no solid evidence on cost-effectiveness.⁸¹

Some evidence shows that more advantaged populations have higher entrepreneurial propensity such as university graduates, while women and young population have the lowest. This reflects a challenge in that the target population of the models evaluated here is youth⁸².

In some developing countries the quality of entrepreneurship is low given the high proportion of informal and necessity entrepreneurs. It has also been found that income or family wealth is not an important element in determining the probability of becoming an entrepreneur, but entrepreneur family background is.

⁸¹ Puerto, O.S. (2207) International Experience on Youth Employment Interventions: The Youth Employment Inventory, World Bank, USA

⁸² Kantis, Hugo, Federico, Juan and Trajtenberg, Luis A., (2012). Entrepreneurship, Economic Mobility, and Entrepreneurial Propensity: A Regional View Based on the Analysis of Selected Latin America Countries, IDB Working Paper No. IDB-WP-315.

This suggests that the inter-generational transmission of values is an important factor in explaining entrepreneurial activity⁸³. As such, the inclusion of mentorship is a requirement to develop more innovative attitudes among youth. Findings support the effectiveness of mentoring in improving outcomes across the behavioral, social, emotional, and academic domains of young people's development⁸⁴.

Below presents a sample of information about the *Youth Entrepreneurship Model* calculated from RTI International's 2012 Thematic Study of MIF Youth-related Projects.

Youth Entrepreneurship (Micro-Enterprise Development) Model				Organisation:MIF	
	Number of Youth Enrolled	Total Cost	Low	Median	High
Cost per Beneficiary	11 570	\$8 681 371	\$428	\$750	\$ 2 006
Enterprises Created	11 286		62.2%	67.7%	73.1%

1) Sources Table 37, RTI Report 2012

2) Calculated from Table 15 and Exhibit 5, RTI Report 2012

3) Calculated from Table 24 and Table 30, RTI Report 2012

Indicatively, women in entrepreneurial programs were 56% where as men were 44%, another program had 34%

➤ *The Case for the Youth Entrepreneurship (Micro-Enterprise Development) Model*

*"In certain labour markets, the prevailing level of economic activity is simply not sufficient to generate enough entry level, career-oriented jobs for young people."*⁸⁵

We cannot help young people find jobs unless those jobs exist. In many economies around the world, job creation through entrepreneurship is the most viable option for youth who are entering the job market.^{86 87} For example, according to preliminary findings from a field research study by the Boston Consulting Group, in several African countries only 1 job exists for every 6-7 potential applicants.⁸⁸ This demonstrates an urgent need to encourage more business start-ups and more entrepreneurs in these communities. This is particularly important for disadvantaged and at-risk youth who face the greatest barriers to job market entry.⁸⁹

Not only is it more challenging to place at-risk youth in jobs, but job opportunities may also be very limited in certain locations, making it more necessary for anti-poverty strategies to include youth entrepreneurship support programs.⁹⁰ Supporting young entrepreneurs can be a highly effective way to reduce youth unemployment and stimulate growth in local communities.

According to data from The World Bank's Group Enterprise Surveys, small scale entrepreneurs are the primary engines of job growth in developing countries. In the 106 countries studied, small businesses, employing 5 to19 workers and representing 55% of all businesses, had an annual employment growth rate of 18.6%, compared to a rate of 8.1% for medium businesses (20-99 employees), and -0.1% for large businesses (more than 100 employees).^{91 92}

⁸³ Anchorena, J. & Ronconi, L. (2012). Entrepreneurship, Entrepreneurial Values, and Public Policy in Argentina. IDB Working Paper Series No. IDB-WP-316

⁸⁴ DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence. *Psychological Science In The Public Interest* (Sage Publications Inc.), 12(2), 57-91.

⁸⁵ Manpower Group (2012) YOUTH UNEMPLOYMENT CHALLENGE AND SOLUTIONS: What Business Can Do Now, URL: http://www3.weforum.org/docs/Manpower_YouthEmploymentChallengeSolutions_2012.pdf (accessed 24/09/2012)

⁸⁶ EQUIP3 (2012) EQUIP3 Youth ICT: Information and Communication Technology, Employment Training and Placement Toolkit, EQUIP3, URL: http://idd.edc.org/sites/idd.edc.org/files/Youth_ICT_Toolkit_FINAL.PDF (accessed 22/10/2012)

⁸⁷ Youth Business International (2011) Youth Entrepreneurship: Recommendations for Action, Washington DC, USA

⁸⁸ Ibid 87

⁸⁹ International Labour Office (2012) Global Employment Trends for Youth 2012, International Labour Office, Geneva, Switzerland

⁹⁰ Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

⁹¹ Manpower Group (2012) How Policy Makers Can Boost Youth Employment, URL: <http://files.shareholder.com/downloads/MAN/2074956109x0x600960/1f9d24d2-d737-40c7-805f-a38b183e7766/How%20PolicyMakers%20Can%20Boost%20Youth%20Employment%20FINAL%2009-18-12.pdf> (accessed 24/09/2012)

EQUIP3 sums up a number of reasons for the importance of promoting youth entrepreneurship:⁹³

- *Creates employment opportunities for self-employed youth as well as the other young people they employ;*
- *Brings alienated and marginalized youth back into the economic mainstream and giving them a sense of meaning and belonging;*
- *Helps address some of the socio-psychological problems and delinquency that arises from joblessness;*
- *Helps youth develop new skills and experiences that can then be applied to other challenges in life;*
- *Promotes innovation and resilience in youth;*
- *Promotes the revitalisation of the local community by providing valuable goods and services;*
- *Capitalising on the fact that young entrepreneurs may be particularly responsive to new economic opportunities and trends.*

Overall, entrepreneurship programs meet the growing need for job creation by helping young men and women develop the constellation of skills they need to launch and sustain new enterprises.⁹⁴⁹⁵ Moreover, entrepreneurial and business education can help youth develop knowledge and skills that can be applied to future studies or employment if youth decide to not continue on the entrepreneurial path. Through education in entrepreneurship, young people develop skills for innovation, critical thinking, identifying new opportunities, taking risks, teamwork, leadership, and decision making, among others.⁹⁶

Although entrepreneurship programs are a popular approach to tackling youth unemployment, not all young people are suited to a career as entrepreneurs and not all forms of entrepreneurship have equal impacts on job creation.⁹⁷

As cited by Schoof, “caution should be exercised so that youth entrepreneurship is not seen as the wide-ranging solution against youth unemployment.”⁹⁸ Self-employment is risky and requires appropriate economic conditions, government policies allowing for start-ups sufficient labour market opportunities as well as the necessary skills and networks.



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

Entrepreneurship education offers a path to employment for some young people, but can enhance the motivation and work-related skills of nearly all young people.⁹⁹

⁹² Manpower Group (2012) YOUTH UNEMPLOYMENT CHALLENGE AND SOLUTIONS: What Business Can Do Now, URL: http://www3.weforum.org/docs/Manpower_YouthEmploymentChallengeSolutions_2012.pdf (accessed 24/09/2012)

⁹³ Schoof, U. (2006) Stimulating Youth Entrepreneurship: Barriers to enterprise start-ups by young people, International Labour Organisation, Geneva

⁹⁴ EQUIP3 (2012) EQUIP3 Youth ICT: Information and Communication Technology, Employment Training and Placement Toolkit, EQUIP3, URL: <http://idd.edc.org/sites/idd.edc.org/files/Youth ICT Toolkit FINAL.PDF> (accessed 22/10/2012)

⁹⁵ Ibid 82

⁹⁶ Schoof, U. (2006) Stimulating Youth Entrepreneurship: Barriers to enterprise start-ups by young people, International Labour Organisation, Geneva

⁹⁷ Ibid 90

⁹⁸ Ibid 90

⁹⁹ Ibid 92

➤ **Some Impact Evaluation Results**

Some impact evaluation for Micro-Enterprise Development has been carried out; unfortunately these findings are not yet available.¹⁰⁰ However, there is some evidence of the effect of training on business practices on the sustainability of businesses in the long term.

As client retention increases, so too do better practices in terms of separating business from household money, reinvesting profits and maintaining records of sales and expenses. These are all factors in determining sustainability.¹⁰¹

➤ **SCOR Analysis of Entrepreneurship (Micro-Enterprise Development) Model**

Strengths	Challenges
<ul style="list-style-type: none"> • Proven, evidence-based model which has been adapted to urban, peri-urban and rural contexts, and both developed and developing economies across the globe. • Draws on 'Best Practice.' • Is replicable • Source of job creation rather than trying to place youth in jobs • Is applicable in contexts where the labour market is very limited • Relevant to both sexes and a range of age groups. • Contributes to the long-term 'transformational' development of youth. 	<ul style="list-style-type: none"> • Lack of entrepreneurial mindsets, responsibility and risk-taking capabilities of youth. • Difficulty recruiting mentors, particularly in rural locations • Many business start-ups in developing economies are necessity-driven and therefore lack strategic thinking/ planning. • Requires government support/necessary policies that make it easy to create and keep businesses.
Opportunities	Risks
<ul style="list-style-type: none"> • Increasing donor interest in comprehensive, multi-service approaches • Increasing interest from governments in the area of youth livelihoods • Difficult to have the same level of scale as other models • WV could work on a learning partnership with YBI and IYF 	<ul style="list-style-type: none"> • Model is dependent on external funding • Potential of local business training institutions • Potential lack of micro-credit funds to support business start ups • The absence of a minimum level of education can render vocational training ineffective • Not all young people are meant to be entrepreneurs. This may lead to a high course attrition rate or high percentage of business start-ups closing down. • Potential lack of capacity to implement model in some NO and ADP offices

¹⁰⁰ Most of them are programs in Africa, like the Economic Empowerment of Adolescent Girls in Liberia, Turning Theses into Enterprises in Tunisia and The Northern Uganda Social Action fund Youth Opportunities Program in Uganda. All of them follow a Training, entrepreneurship and micro-enterprise development approach.

¹⁰¹ Karlan, D., & Valdivia, M. (2011). Teaching Entrepreneurship: Impact of Business Training on Microfinance Clients and Institutions. Review Of Economics And Statistics, 93(2), 510-527.

4.4 Job Placement and Job Counselling Services Model

Job Placement and Counselling Services help match available jobs with young job seekers in line with their experience and capabilities.¹⁰² Though varying in the manner in which they are delivered, the services are designed to help disadvantaged and at-risk youth overcome barriers to finding and applying for jobs due to imperfect information about labour markets and limited professional contact networks.

There is no standardised model for *Job Placement and Job Counselling Services* as they represent a relatively new and innovative aspect of youth employment programming which has only become apparent in the field over the past five to ten years.¹⁰³

Despite their relative ‘newness’ it is emerging that these services are an important youth intervention which can either complement or be delivered independently of *Youth Workforce Development Programs*. Several MIF supported projects, in particular the Entre21 projects, have good models and capacity in job placement and counselling.

Examples of *Job Placement and Counselling Services* activities include:

- Helping youth make contact with local employers;
- Providing data on job vacancies either through job boards, websites or short messaging services (SMS);
- Facilitating job placement services using a job placement officer to actively search for job openings, inform the youth beneficiaries about those jobs, and help them apply;
- Assisting to build the capacity of young people’s job searching skills to seek openings through job searching boards, to learn how to network and to navigate the work of job searching;
- Improving youths skills in writing CVs; and
- Practicing job interviewing skills.

A number of organisations have successfully delivered *Job Placement and Counselling Services* as part of their youth employment programs. Examples include:

- GTZ’s **JOBLAB** service (Europe, Latin America, Asia);
- Souktel’s **JobMatch** service (Middle East and North Africa); and
- Microsoft Corporation and Silatech’s **MASRworks** service (Egypt);

Refer to Annexure 2 for case studies of each of these programs.

Technology based job placement and counselling services, such as those delivered by GTZ, Souktel and the Microsoft Corporation, are affordable, easily deployable, and adaptable and can be scaled up or down quickly and cheaply as required. In particular, phone access options -such as those offered by JobMatch – facilitate service use in areas with no internet, or poor communication and transport infrastructure.

¹⁰² Manpower Group (2012) YOUTH UNEMPLOYMENT CHALLENGE AND SOLUTIONS:

What Business Can Do Now, URL: http://www3.weforum.org/docs/Manpower_YouthEmploymentChallengeSolutions_2012.pdf (accessed 24/09/2012)

¹⁰³ Ibid 102

➤ The Case for the Job Placement and Job Counselling Services Models

A lack of practical experience, less relevant or developed technical and professional skills, and a lack of information about the labour market represent a number of the issues that young people encounter when entering the workforce for the first time.¹⁰⁴

In particular, in developing economies it is hard to find decent job information. Classified ads, government ads and online job sites are scarce and often out of reach for many job seekers who do not have internet access.¹⁰⁵

As a result many young people often look to find work through personal contacts; however disadvantaged and at-risk youth often have limited networking opportunities and minimal personal contacts in both the private and public sector. A number of organisations have identified job placement and counselling services as a way to address this issue of poor job information.



A young woman receiving a job notification via SMS

The combination of intermediation services (such as providing lists of job vacancies and doing preliminary screening of eligible candidates or suitable jobs) and counselling the services can present a fairly low-cost mechanism to help individuals find more suitable employment.

Manpower Group¹⁰⁶ cites a study by Card, Kluve and Weber whereby nearly 200 program impacts were reviewed between 1995 and 2007. Their study found that, in the short-term, the strongest impacts on young people came from job search assistance programs, whereas training programs were more effective in the medium term.

These findings are supported by research collected by the World Bank's Youth Employment Inventory that suggests that job placement and job counselling services *"can have as great, if not greater impact on youth employment than much more expensive public employment or subsidized hiring programs."*¹⁰⁷

Recent advances in technology can also significantly reduce the cost of job placement services even further. For example, telecommunications technology is supporting the development of new, youth-friendly labour market information sources, such as mobile phone and text-based job listing and matching services.

Financially, this technology is viable to become widely used even among disadvantaged youth or youth in developing countries.

The Manpower Group argues that these technology based intermediation services hold the potential to act as *"a tremendous resource in overcoming information and social-connection deficits among disadvantaged young people."*¹⁰⁸

¹⁰⁴ 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

¹⁰⁵ Manpower Group (2012) YOUTH UNEMPLOYMENT CHALLENGE AND SOLUTIONS: What Business Can Do Now, URL: http://www3.weforum.org/docs/Manpower_YouthEmploymentChallengeSolutions_2012.pdf

¹⁰⁶ Manpower Group (2012) How Policy Makers can Boost Youth Employment, Manpower Group, URL: <http://www.youtheconomicopportunities.org/sites/default/files/uploads/announ/How%20Policymakers%20Can%20Boost%20Youth%20Employment.pdf> (accessed 18/12/2012).

¹⁰⁷ Ibid 104

¹⁰⁸ Manpower Group (2012) YOUTH UNEMPLOYMENT CHALLENGE AND SOLUTIONS: What Business Can Do Now, URL: http://www3.weforum.org/docs/Manpower_YouthEmploymentChallengeSolutions_2012.pdf (accessed 24/09/2012)

➤ **SCOR Analysis of Job Placement and Job Counselling Services Models**

Strengths	Challenges
<ul style="list-style-type: none"> • Are scalable, adaptable and replicable • Affordable – low cost per beneficiary • Job placement and counselling services are proven to have strong positive impacts on youth in the short term. • Relevant to both sexes and a range of age groups. • Consider both the supply side (supply of employable young people) and the demand side (employers demand for labour force), and look to match both sides to each other. 	<ul style="list-style-type: none"> • Might be better suited to implement across several ADPs rather than one ADP. • May be fewer jobs to connect youth with in rural areas.
Opportunities	Risks
<ul style="list-style-type: none"> • Include as part of a comprehensive employment project. • Connect with several youth focused organisations that deliver technical/vocational training opportunities and connect young people who are have already been given necessary training to work opportunities. • Include as part of a remittance program for youth who want to migrate to urban areas of other countries so that they have safe working opportunities when they arrive. 	<ul style="list-style-type: none"> • No long term engagement with employers to advertise. • Does not necessarily have long term impacts on youth and their personal wellbeing – does not contribute to the long-term 'transformational' development of youth.

5. A COMPARISON OF THE FOUR PREFERRED APPROACHES

This section analyses the anecdotal, qualitative and quantitative evidence sourced in regard to each program and forms the fundamental basis for the Conclusions and Recommendations which follow.

This report uses a ‘weighted scoring method’ to compare the overall performance of each preferred approach to youth employment.

The weighted scoring method is a form of multi-attribute or multi-criterion analysis. It involves identification of all non-monetary factors (or attributes) that are relevant to a project, the allocation of a ‘weight’ to each of them to reflect their relative importance (insofar as the author’s view) and the allocation of scores to each option to reflect how it performs in relation to each attribute. The result is a single weighted score for each approach which may be used to evaluate and prioritize each option in non-monetary terms.

This report evaluates each approach according to WV’s Economic Ministry’s DADD (Do/Assure/Don’t Do) Framework¹⁰⁹ (refer to Annex 4) as well as WV’s overall Development Programme Approach (DPA).

WV’s DPA is comprised of four main aspects which work in partnership towards sustained child well-being.¹¹⁰ These include:

- Working with Communities and Partners;
- Basic Programme Parameters;
- Contributing to Child-Wellbeing; and
- Equipping Local Level Staff.

As described in WV’s Handbook for Development Programmes¹¹¹, WV’s Programme Effectiveness Standards (PES) are organised according to these four aspects and are the fundamental principles of WV’s development programs (refer to Annexure 5 for a comprehensive list of WV’s PES).

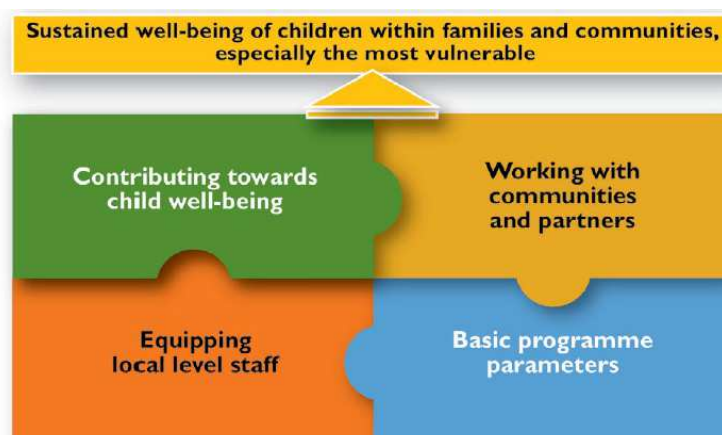


Figure 6. The four main aspects of WV’s Development Programme Approach¹¹²

So that the eventual project model will be integrated with WV’s overall program approach, selection criteria have been linked to WV’s PES and are organised under the four main aspects of WV’s DPA.

Following is the weighted scoring model as well as an interpretation of the results incurring the reasoning behind the allotted importance of each criterion.

¹⁰⁹ World Vision (2012) DADD (Do/Assure/Don’t Do) Framework, Senior Leadership Team, Economic Development Community of Practice, World Vision International

¹¹⁰ World Vision International (2011) The Handbook for Development Programmes: The Essentials, World Vision International, California, USA

¹¹¹ Ibid 104

¹¹² Ibid 110

Weighted Scoring Model: Youth Pathways					
Selection Criteria	Level of Importance	Scores for 'Youth Economic Engagement' Approaches			
		Youth Workforce Development Project Model	Team Sports Partnership Model for Youth Employability	Youth Entrepreneurship Model	Job Placement and Job Counselling Services Model
Working with Communities and Partners:					
The delivering organisation's role is as a catalyst and facilitator and does not attempt to replace or distort markets	Significant	5	5	4	5
Market-driven and working through market mechanisms	Critical	7	7	4	7
Replicable	Critical	7	5	6	6
Basic Programme Parameters:					
The geographic size of the programme is manageable	Moderate	3	3	2	5
Adequate resources are available to achieve the programme outcomes and meet organisational requirements.	Critical	5	5	5	5
Cost-effective	Moderate	3	3	2	5
Return on investment	Significant	5	5	3	3
The project can be sustainable and wouldn't be dependent on WV assistance long term	Significant	4	4	3	6
Contributing towards child (and youth) wellbeing:					
Scalable (because we can't impact child wellbeing if it is a very micro level impact)	Significant	5	5	3	6
Adaptable to urban, peri-urban, rural contexts	Significant	4	4	5	5
Accessible by the most vulnerable and disadvantaged youth	Critical	7	5	5	4
Positive long-term impact on youth	Critical	6	5	4	4
The programme vision and priorities are developed with and owned by the community and local partners	Critical	6	6	5	4
Equipping local level staff:					
Local level programme staff would be able to utilise the approach. ie: it is feasible for a local WV staff, with training, to gain the core competencies	Significant	3	4	4	4
TOTAL		70	66	55	69

Scoring Matrix					
Likelihood of meeting criteria	Importance of the criteria				
		Negligible	Moderate	Significant	Critical
	Low	1	2	3	4
	Medium	1	3	4	5
	High	2	4	5	6
	Very High	2	5	6	7

C1 Criteria 1 Working with Communities and Partners:

C1.1 The delivering organisation's role is as a catalyst and facilitator and does not attempt to replace or distort markets

The report classifies this criterion as being of 'significant' importance.

It is essential that WV role as a 'deliverer' of youth employment programs is as a facilitator that looks to build on and strengthen the capacities of local partners so that they may assume responsibility for managing programs once WV ceases funding and transitions from the area.¹¹³

Moreover, youth employment programs must ensure they do not replace or distort markets. This includes saturation of the market by encouraging *"increased production without reasonable assurance of a market for the product, unless intended for home consumption."*¹¹⁴

The *Youth Workforce Development Model*, the *Team Sports Partnership Model* and the *Job Placement and Job Counselling Services Model* all have a high likelihood of achieving this. All approaches seek to work with existing local CBOs and NGOs and to build their capacities to deliver youth employment programs.

However the 'dual-client' focus of these three approaches seeks to deliver training that is both market-driven and responds to the specific needs, capacities, and interests of vulnerable and disadvantaged youth.¹¹⁵

The *Youth Entrepreneurship Model* has a 'moderate' likelihood of achieving this criterion. In contrast to the other three models, training is focused on business start-ups rather than the development of specific technical skills that could lead to products or services that are demanded by the market.

Consequently, these 'subsistence entrepreneurs' are likely to start small businesses that deliver services and products with which they are familiar, modelling other local business owners and potentially saturating the market or increasing competition for existing business owners. Moreover, in places where the credit market is limited or nonexistent for low profile entrepreneurship, there will be a need to introduce the market agent of supply.

¹¹³ World Vision International (2011) The Handbook for Development Programmes: The Essentials, World Vision International, California, USA

¹¹⁴ World Vision (2012) DADD (Do/Assure/Don't Do) Framework, Senior Leadership Team, Economic Development Community of Practice, World Vision International

¹¹⁵ Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

C1.2 Market-driven and working through market mechanisms

The report classifies this criterion as being of ‘critical’ importance.

Literature focusing on ‘Best Practices’ in youth livelihood programming consistently sites that interventions (particularly vocational training) must be market-driven and adapted to the appropriate technical and soft skills that employers are looking for, or, in the case of entrepreneurship, where market opportunities lie.

As discussed above, the *Youth Workforce Development Model*, the *Team Sports Partnership Model* and the *Job Placement and Job Counselling Services Model* are all market-driven and thus have a ‘very high’ likelihood of fulfilling this criterion.

In contrast, the *Youth Entrepreneurship Model* is not sensitive to local labour market demands and thus has a ‘low’ likelihood of achieving this if delivered as an isolated intervention.

However, RTI International’s Thematic Study of MIF youth related projects¹¹⁶ notes that anecdotal evidence suggests that offering youth entrepreneurship program activities as part of a greater holistic model not only ensures that the technical skills that youth receive are driven by market demand, but also increases the probability of success in motivating and encouraging young people to start their own businesses.

The report states that “...these types of interventions (Youth Workforce Development Projects that include entrepreneurship training) raise the confidence levels of youth in their ability to succeed as entrepreneurs.”¹¹⁷

C1.3 Replicable

The report classifies this criterion as being of ‘critical’ importance.

WV is currently present in over 90 countries across the globe. The SEED Unit develops project models that any NO or ADP can use in their economic development programming. Consequently it is absolutely critical that the chosen approach to youth employment is able to be replicated and adapted to appropriate contexts across these 90 countries.

The desktop review identified four preferred approaches to youth employment programming which are proven approaches that have been replicated in various contexts across the world. However, while all four approaches are replicable, the extent to which they can be replicated varies.

Variations of the *Youth Workforce Development Model* have been widely adopted by civil society organisations (CSOs) across the globe, having been adapted and replicated in both developed and developing economies in urban, peri-urban and rural contexts.

However due to a potential lack of local resources (e.g. training institutions/ facilities, employers to offer internships/apprenticeships etc.), the model is more difficult to replicate in rural areas. As this factor is consistent across all of the project models, this report has allocated the *Youth Workforce Development Model* a score of 7 as it has a ‘very high’ likelihood of being replicated.

Both the *Youth Entrepreneurship Model* and the *Job Placement and Job Counselling Services Model* have a ‘high’ likelihood of being replicated however are more reliant on resources, in particular local businesses and business people willing to offer mentoring services.

¹¹⁶ RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA

¹¹⁷ Ibid 110

The *Team Sports Partnership Model* has a ‘medium’ likelihood that it can be replicated across various contexts. The model is not appropriate across all cultures and depending on the context may unintentionally exclude females who may not value, want or be allowed to participate in team sports.

C2 Criteria 2 Basic Programme Parameters:

C2.1 The geographic size of the programme is manageable

The report classifies this criterion as being of ‘moderate’ importance.

WV projects usually operate within an ADP carried out within clearly defined geographical areas. Typically, an ADP may cover a rural municipality or an urban suburb with a population of between 20,000 to 40,000 people, limiting the geographic size of any youth livelihood project.

The *Job Placement and Job Counselling Services Model* has a ‘high’ likelihood of meeting this criterion as it would take minimal resources to establish and manage the project, however there could be areas where the offer of labour opportunities is restricted.

By contrast, the other three models require larger networks, partnerships and resources (including staff) to deliver effective projects with positive results. Both the *Youth Workforce Development Model* and the *Team Sports Partnership Model* possess a moderate likelihood of fulfilling this criterion, while the *Youth Entrepreneurship Model*, which is heavily reliant on external funding, has been given a ‘low’ likelihood.

C2.2 Adequate resources are available to achieve the programme outcomes and meet organisational requirements

The report classifies this criterion as being of ‘critical’ importance.

Quite simply, in the absence of adequate resources, each project model would be unable to deliver effective services or achieve desired outcomes.

Whether there are adequate resources available to achieve project outcomes is very much dependent on the location of the ADP. For example, as discussed previously, rural areas are more likely to have fewer resources available to project designers/implementers than urban or peri-urban contexts.

As a consequence this report has given each approach a ‘medium’ likelihood of achieving the criterion.

C2.3 Cost-effective

The report classifies this criterion as being of ‘moderate’ importance.

While the desktop review originally sought out to recommend the most cost-effective project model, the literature asserts that *“the most effective programs (in terms of outcomes) are not always the most cost effective.”*¹¹⁸

Although simple and cost effective interventions may be the most effective programs in the short run, they may have negative consequences in the long run. As such, this report suggests that WV focuses not on the cost-effectiveness of an approach, but rather on the return of investment and the long-term, positive development of youth.

Based on the available evidence, the *Job Placement and Job Counselling Services Model* is the most cost-effective and so is classified as having a ‘very high’ likelihood of meeting this criterion. In contrast, the *Youth Workforce Development Model* and the *Team Sports Partnership Model* are weighted as possessing a ‘medium’ likelihood and the *Youth Entrepreneurship Model* has a ‘low’ likelihood of cost-effectiveness.

C2.4 Return on investment

The report classifies this criterion as being of ‘significant’ importance.

WV’s DADD Framework states that economic development projects must assure a positive return on investment.¹¹⁹ However, due to a lack of credible and published project evaluations for each approach it is difficult to determine absolute figures around the return on investment for each model. Furthermore, anecdotal evidence suggests that positive returns on investment are not necessary correlated with the actual approach itself, but with the quality of the design.

Based on the available evidence, In contrast, the *Youth Workforce Development Model* and the *Team Sports Partnership Model* are weighted as having a ‘high’ likelihood of delivering a return on investment, whereas the *Job Placement and Job Counselling Services Model* and the *Youth Entrepreneurship Model* are weighted as having a ‘low’ likelihood of delivering a return on investment.

C2.5 The project can be sustainable without relying on WV long term assistance

The report classifies this criterion as being of ‘significant’ importance.

The SEED Unit defines sustainability as *“the continuation of benefits from an economic development intervention after major development assistance has been completed.”*^{120 121}

Again, this criterion is highly dependent on the context and the available resources and capacities of local partners, as well as the project design. Each approach has an element of service delivery and as a result depends on external funding. The report has allocated a weight to each of the approaches based on what services they deliver, the funding required to set up and maintain each service, as well as the ability of the approach to be adapted so that local partners are required/able to have a sustainable funding model.

¹¹⁸ RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA

¹¹⁹ World Vision (2012) DADD (Do/Assure/Don’t Do) Framework, Senior Leadership Team, Economic Development Community of Practice, World Vision International

¹²⁰ <http://www.benefits-of-recycling.com/definitionforsustainability.html>

¹²¹ http://www.eoearth.org/article/Indicators_of_sustainable_development

As discussed earlier, the *Job Placement and Job Counselling Services Model* has a ‘high’ likelihood of meeting this criterion as it would take minimal resources to establish and manage the model. Alternatively, the other three models require greater resources to deliver and maintain the youth livelihood projects. Both the *Youth Workforce Development Model* and the *Team Sports Partnership Model* have a ‘medium’ likelihood of fulfilling this criterion, whereas the *Youth Entrepreneurship Model*, which is heavily reliant on external funding, has been given a ‘low’ likelihood.

C3 Criteria 3 Contributing towards child (and youth) wellbeing:

C3.1 Scalable

The report classifies this criterion as being of ‘significant’ importance.

Based on RTI’s experience, scale is best defined as those actions which maximise both breadth (number of youth served) and depth (systems in place for replication and sustainable delivery of services).¹²²

To impact on young people in numbers proportionate to the existing global challenge, it is vital that the selected project model be able to achieve scale. However, as recognised by RTI “*sustainable models that achieve widespread impact and leave sustainable and replicable delivery methods in place have more often than not proven to be an elusive goal.*”¹²³ Desktop research reveals that few of the project documents address the issue of scale or scalability in an explicit manner.

Analysis has been driven by qualitative information from available project documentation and qualitative information gathered during the literature review. This section focuses on the capability of each approach’s methodology to be brought to scale by ADP staff and local partners and/or replicated by others to impact on significantly higher numbers of youth.

A number of factors impact on the ability of a project to be scaled up, including:

- Availability of financial resources;
- Availability of suitable local CBOs and NGOs to partner with;
- Ability to transfer program components to other entities; and
- Ability to ensure quality control.

Taking these factors into consideration, this report has assessed the *Job Placement and Job Counselling Services Model* as having a ‘high’ likelihood of achieving this criterion. Through technology based job placement and counselling, services such as those delivered by GTZ, Souktel and the Microsoft Corporation, are affordable, easily deployable and can be scaled up or down quickly and cheaply as required. In particular, phone access options, such as those offered by JobMatch, facilitate service use in areas with no internet or poor communication and transport infrastructure.

In contrast, the evidence suggests that the *Youth Workforce Development Project Model* and the *Team Sports Partnership Model* have a ‘high’ likelihood of fulfilling this criterion, whereas, the *Youth Entrepreneurship Model*, which is heavily reliant on external funding, has been assessed as having a ‘low’ likelihood.

¹²² RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA

¹²³ Ibid 116

C3.2 Adaptable to urban, peri-urban, rural contexts

The report classifies this criterion as being of ‘significant’ importance.

WV operates in over 90 countries across the globe in variety of economic, political and cultural contexts. Consequently, the selected approach must be flexible and adaptable to suit a variety of environments and youth needs.

This report has allocated ‘likelihood’ weights to each approach based on the available evidence; that being a number of meta-analyses and evaluation reports which cite how successful and how frequently each approach has been adapted to various contexts.

This report has assessed both the *Youth Entrepreneurship Model* and the *Job Placement and Job Counselling Services Model* as having a ‘high’ likelihood of achieving this criterion. Whereas evidence suggests that the *Workforce Development Project Model* and the *Team Sports Partnership Model* have a ‘medium’ likelihood of fulfilling this criterion.

C3.3 Accessible by the most vulnerable and disadvantaged youth

The report classifies this criterion as being of ‘critical’ importance.

Both WV’s PES and DADD Framework reflect the importance of providing programs which are in the best interests of and are accessible by the most vulnerable and disadvantaged. The DADD Framework states that economic development projects must be “*inclusive and focus on the most vulnerable,*”¹²⁴ which mirrors WV’s DPA which maintains that WV programs “*contribute to the sustained well-being of children, especially the most vulnerable.*”

In light of this, the selected approach must be accessible in terms of location, information and cost, as well as availability to all youth without discrimination (e.g. sex, culture or creed).

Evidence suggests that *Youth Workforce Development* projects are most accessible and beneficial to at-risk and vulnerable youth. The report has given the approach a ‘very high’ likelihood of fulfilling this criterion.

Both the *Youth Entrepreneurship Model* and the *Team Sports Partnership Model* have a ‘medium’ likelihood of reaching this criterion. The marginalized and disadvantaged groups of youth that WV target in their programming generally have low levels of literacy and numeracy. Generally Youth Entrepreneurship programs are better suited to youth who have attained some high-school education, meaning that the most vulnerable youth may be unable to access the training and services provided by the model.

The *Team Sports Partnership Model* can unintentionally exclude the older youth cohort that WV seeks to focus on, in particular female participants who may be unable or unwilling to participate due to cultural practices/expectations or family restrictions.

The *Job Placement and Job Counselling Services Model* has a ‘low’ likelihood of being accessible to marginalized and vulnerable youth because of lack of access to information or technology required to participate in these services, and also because of a lack of self-perceived skills to be offer.

¹²⁴ World Vision (2012) DADD (Do/Assure/Don’t Do) Framework, Senior Leadership Team, Economic Development Community of Practice, World Vision International

C3.4 Positive long-term impact on youth

The report classifies this criterion as being of 'critical' importance.

The key objective of WV is to make it possible for disadvantaged youth to permanently transform their lives and break the cycle of persistent poverty through enabling young people to gain the necessary skills, attitudes, behaviours and perceptions to foster a positive adulthood.

Therefore the core goal of the selected approach is not only to connect youth to a job opportunity, but also to improve their long-term employability as well as enforce positive behaviours. Working to build the employability skills of at-risk youth requires a time-intensive, personalised approach, with an emphasis on reinforcing basic competencies and cultivating all-important life skills.¹²⁵

The *Youth Workforce Development Model* achieves this through its comprehensive approach and has a 'very high' likelihood of having a positive, long-term impact on youth.

The *Team Sports Partnership Model* which also focuses on life-skills has been proven to improve young self-confidence and their long term employability has been evaluated as having a 'moderate' likelihood of achieving positive, long-term impact on youth.

Finally, the *Youth Entrepreneurship Model* and the *Job Placement and Job Counselling Services Model* are less involved interventions which are likely to have a positive short-term impact but not contribute to the longer-term development or employability of youth. Each has been scored as having a 'low' likelihood of achieving this criterion.

C3.5 The programme vision and priorities are developed with and owned by the community and local partners

The report classifies this criterion as being of 'critical' importance.

Effective youth programming requires that the project vision and priorities are developed and owned by the target youth, the community and local partners. This can be achieved through utilizing a strength-based approach and tools such as Community Youth Mapping (CYM).

CYM is a youth-centred participatory development strategy that engages young people and adults in canvassing their communities to document community-based resources, needs and opportunities. The strategy provides up-to-date information on the socio-economic realities for youth and also promotes their increased participation and ownership of the project.

It is imperative that all approaches follow the principle of social action found and community driven-development. This principle includes: market-based approaches to development; a sense that individuals or groups are capable of making good decisions; and the idea that this decision-making and its success may even be empowering locally.¹²⁶

¹²⁵ Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

¹²⁶ Wong, Susan. 2012. *What have been the impacts of World Bank Community-Driven Development Programs? CDD impact evaluation review and operational and research implications*. Washington D.C. - The World Bank. <http://documents.worldbank.org/curated/en/2012/03/16374801/impacts-world-bank-community-driven-development-programs-cdd-impact-evaluation-review-operational-research-implications>

The Youth Workforce Development approach and the *Team Sports Partnership* approach methodologies have been particularly successful in utilizing strength-based approaches and participatory tools in the project design and implementation (EDC's Haitian Out-Of-School Livelihood Initiative is an exemplary example).

This report has scored the *Youth Workforce Development Model* and the *Team Sports Partnership Model* as having a 'high' likelihood of achieving this criterion.

The *Youth Entrepreneurship Model* has been scored as having a 'medium' likelihood of achieving this criterion, whereas the *Job Placement and Job Counselling Services Model* requires less involvement from the community and other key stakeholders so has been scored as having a 'low' likelihood of achieving the criterion.

C4 Criteria 4 Equipping local level staff:

C4.1 *Local level programme staff will be able to utilise the approach. ie: local WV staff, with training, can gain core competencies*

The report classifies this criterion as being of 'significant' importance.

WV's NO and ADP staff vary in their capacity and technical expertise so it is likely that staff will require intensive training as well as ongoing learning and support to be able to effectively implement any of the four approaches.

This report has scored the *Team Sports Partnership Model*, the *Youth Entrepreneurship Model* and the *Job Placement and Counselling Services Model* as having a 'medium' likelihood of achieving this criterion.

Due to the complex nature of the *Youth Workforce Development Model*, which demands technical capacities at a high level in the broad areas of economics, education and business administration, this model has been scored as having a 'low' likelihood.

6. OUTCOMES - COMPARATIVE 'WEIGHTED' RESULTS

As evident from the weighted scoring method, the final weighted scores of each approach are quite close (refer Annexure 6).

The *Youth Workforce Development Model* had the highest score of 70 and was closely followed by the *Job Placement and Job Counselling Model*, which had a total score of 69.

Taking into account the limitations discussed earlier and the relative weightings ascribed by the authors, this indicates that each of the four preferred approaches is capable of delivering desired outcomes dependent on the local environment.

The authors have reached the view that a critical outcome of this study is that “what works” with youth employment programs is a comprehensive model that combines technical and life skills training with internship experience and job placement /counselling support.

Given that other studies have come to similar conclusions, this is not a new finding in the youth programs field.¹²⁷
128

7. CONCLUSIONS and RECOMMENDATIONS

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 multidimensional programs that target the principal causes that perpetuate disadvantage.

As such, this report recommends that World Vision’s SEED Unit designs and pilots a **Youth Workforce Development Model**, which embraces key aspects of both the *Youth Entrepreneurship Model* and the *Job Placement and Counselling Model*.

While the purpose of this report was solely to recommend an approach to design and pilot, the below sections provide recommendations on key project characteristics and elements as well as initial ideas around a conceptual framework for *Youth Workforce Development Projects*.

¹²⁷ Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

¹²⁸ RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA

7.1 Recommended Key Project Characteristics/Elements

From the desk-top review emerged key lessons about and characteristics common to successful youth employment strategies. Based on these learnings this report makes the following recommendations for the project elements and characteristics to be incorporated:

➤ **Adopt an asset-based approach to youth development**

Embracing an asset-based approach to development, the approach will build upon each participant's existing strengths and resources. A report released by WVI's Youth Livelihoods Interest Group¹²⁹ suggests that a useful way to organise this information is around the four livelihood assets in USAID's Youth Livelihoods Development Program Guide (based on the sustainable livelihoods framework): social, human, financial, physical and natural capital.

➤ **Target the most vulnerable at-risk youth**

The most vulnerable at-risk youth pose the greatest risk to the stability and growth of their communities. World Vision's target youth group should generally embrace those who:

- Are aged between 15 and 24 years;
- Live below the (local) poverty line (or have a low-income status);
- Originate from a low socio economic strata;
- Are unemployed, underemployed or work in the informal sector;
- Have low education attainment; and
- Are considered "at risk" of or already engage in risky behaviour (such as joining gangs, teen pregnancy, crime, substance abuse or participating in other risky behaviours).

➤ **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), are designed appropriately, and demonstrate to other youth how youth can be leaders and add value. 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.

WV'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 for the project to develop partnerships with private, government and community bodies that will remain in the ADP beyond WV'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 to operate self-sufficiently, effectively and efficiently.

➤ **Gender equity**

The *Youth Workforce Development Model* should provide strategies and tools that are appropriate to meet the developmental needs of both young women and men.

¹²⁹ Ibid 130

7.2 Building WV's Capacity through Synergies and Partnerships

A move into the sphere of *Youth Workforce Development Projects* will present a range of new challenges for WV 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 suggested that partnering arrangements or resource augmentation should be considered by WV as possible short/medium term options to bolster core expertise while it gains experience in this new arena.

The following organisations and industry experts appear to be appropriately experienced/qualified resources for such roles:

Organisations

- Aide et Action International
- Creative Associates
- Education Development Centre
- International Youth Foundation
- Making Cents
- Youth Business International

Individuals

- Dr. Aishwarya Mahajan, Head of Livelihoods South Asia for Aide et Action
- Dr. Eric Rusten, Senior Associate at the Creative Associates International
- Erik Butler, Project Director at the Education Development Centre and Program Director for EQUIP3
- Jane Lowicki Zucca, Independent international affairs professional and industry expert in the area of youth participation methods

7.3 A Conceptual Framework for Youth Workforce Development Projects

This report highlights the importance of holistic and integrated approaches to youth employment programming; however the elements and functions *Youth Workforce Development Projects* may differ dramatically 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 *Youth Workforce Development* system is adapted to the conditions and requirements of its context.

This section articulates a conceptual framework and approach to *Youth Workforce Development Projects* which can be adapted to fit the local environment. Offering a 'big picture' perspective, Figure 7 presents all the possible interventions that can be incorporated into a comprehensive *Youth Workforce Development Project* 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 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.

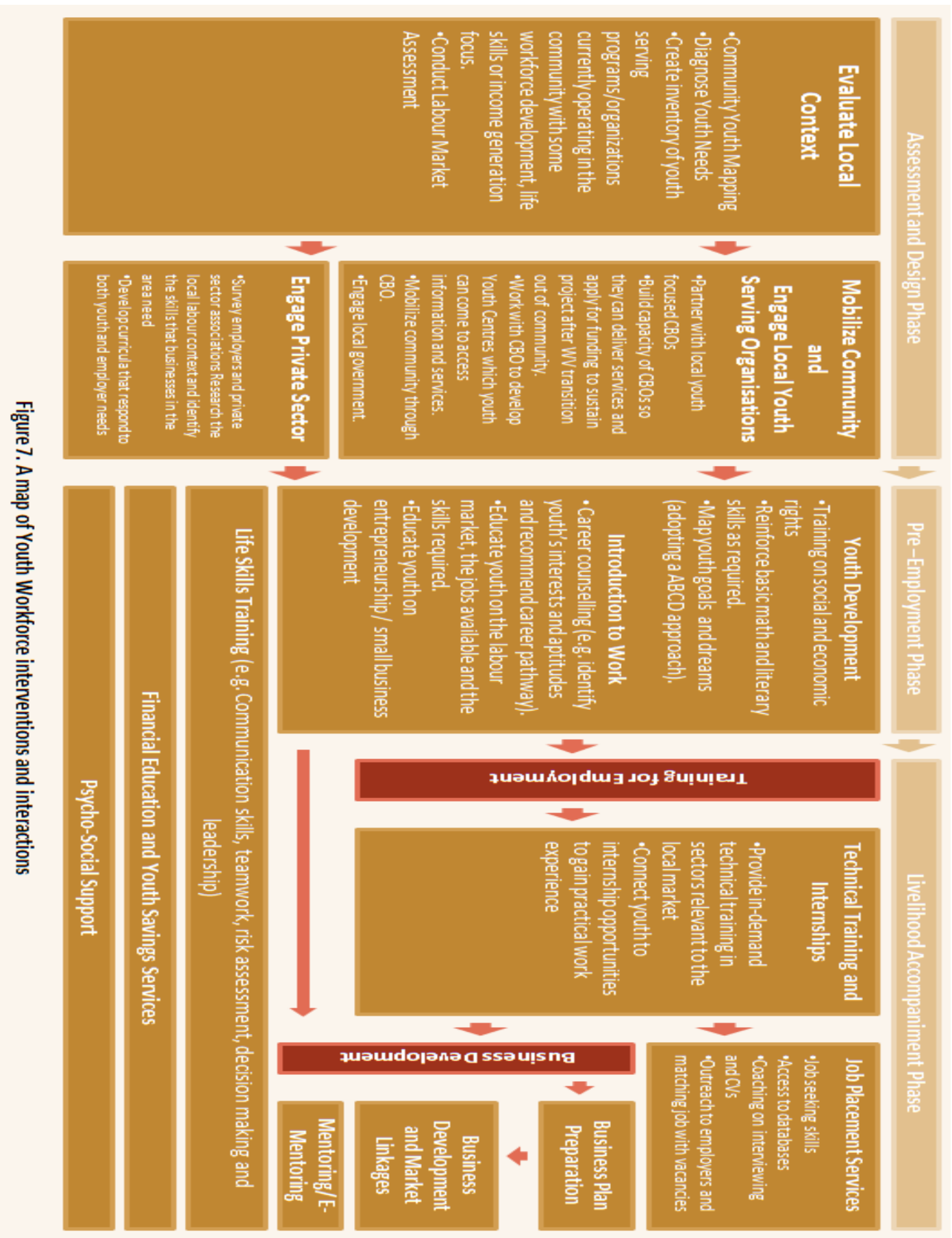


Figure 7. A map of Youth Workforce interventions and interactions

The conceptual framework illustrated in Figure 7 addresses the two key facets of youth livelihood programming:

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

Training can embrace, as appropriate, market-driven technical training, business development training, life skills training, internships, job placement, and job counselling services.

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 8. The Two Facets of Youth Livelihood Programming¹³⁰

7.3.1 Strategy

The conceptual framework's strategy is threefold:

- To promote and support an integrated approach that combines non-formal basic education, life skills education and technical training to better prepare youth for livelihood opportunities.
- To partner with and build the capacity of youth focused community based organisations and non-governmental organisations to provide education and livelihood opportunities disadvantaged, non-school attending youth. Beyond this, the framework also seeks to increase the self-sustainability of these partners through a variety of trainings in business and marketing plan development and the diversification of their sources of funding.
- To promote the participation and involvement of youth in all processes of the project's implementation.

7.3.2 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 education and financial education as well as training in work and life skills.
- To assist youth as they identify and start on relevant 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.

¹³⁰ Butler, E. (2008) Youth Livelihoods Development Guide, EQUIP3, Education Development Centre, Washington DC, USA

7.3.3 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 math and literacy skills (as required). It introduces youth to the concept and principles of their rights as employees and provides young people with critical life skills and social support.

Within the framework's 'Access' or 'Livelihood Accompaniment' phase, youth are trained in technical skills and life behaviours which both fit the demands of the labour market and are in line 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 are provided with 'Entrepreneurship Training' which will build their capacity to develop business plans and initiate business activities. Young entrepreneurs are provided with ongoing support and also have access to a 'mentor' (a local business owner) who will provide advice on how to implement their business plans and also increase their 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 or access to financial services if available. The framework seeks to reinforce sound financial decision making and, in particular, promote the wisdom of saving money.

In summary, the proposed *Youth Workforce Development Conceptual Framework's* core approach is to:

- **Mobilise and coordinate community** through a series of community meetings as well as a youth led assessment (Community Youth Mapping).
- **Assess the local labour market** to identify market opportunities as well as ascertain which technical and soft skills which are most desired by employers.
- **Mobilise local businesses** to assess and generate employment opportunities by identifying, assessing and selecting appropriate businesses to work with;
- **Provide youth with necessary non-formal basic education and train youth in skills that are relevant to acquisition of employment** including:
 - Identifying, assessing and selecting training partners;
 - Identifying gaps in training offerings; and
 - Working with partners to develop relevant training programs for youth.
- **Improve the financial capability of youth** through financial education and the development of youth savings groups or access to financial services where available;
- **Link skilled youth** to identified or newly created employment opportunities;
- **Build the capacity of entrepreneurial youth** to develop business plans and initiate business activities.

7.3.4 Delivery of Services

Based on the experiences of well designed and highly successful *Youth Workforce Development* projects (in particular the 'Haitian Out-of-School Youth Livelihood Initiative') this report recommends partnering with and building the capacity of local youth focused organisations to create Youth Centres that will deliver program information and services to participants.

It is envisaged that the Youth Centres will act as a central vehicle to help young people find jobs, serving as connectors between project participants and the market economy, as well as acting as business 'incubators' to help entrepreneurial youth start a small business while they are still in a safe learning environment.

7.4 The Way Forward

This report will be expanded and augmented by way of an Addendum which will explore the various ways that a WV can operationalise a multi-dimensional approach to youth economic engagement as well as address the specifics of how WV can implement such a model.

REFERENCES

- Anchorena, J. & Ronconi, L. (2012). Entrepreneurship, Entrepreneurial Values, and Public Policy in Argentina. IDB Working Paper Series No. IDB-WP-316
- 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. Et al (2004). Impacts of active labour market programs: new evidence from evaluations with particular attention to developing and transition countries
- 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., Ibarrarán, P., & Villa, J. M. (2011). Building in an evaluation component for active labor market programs: A practitioner's guide. Bonn, IZA: IZA DP No. 6085.
- 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.
- Cardno Emerging Markets (2012) Vulnerable Youth Context: Livelihoods for Girls and Young Women, Cardno Emerging Markets USA, Washington DC, USA
- DFID (2012) The Three-Lens Approach, Youth Participation in Development: A Guide for Development Agencies and Policy Makers, DFID, URL: <http://www.ygproject.org/guide/introduction/three-lens-approach> (accessed 31/10/2012)
- DipoNote (2012) The Youth Livelihoods Alliance: Joining Forces for Economic Opportunities, URL: http://blogs.state.gov/index.php/site/entry/youth_livelihoods_alliance (accessed 17/10/2012)
- DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence. *Psychological Science In The Public Interest (Sage Publications Inc.)*, 12(2), 57-91.
- Education Development Centre (2012) 'Equip3 Lessons Learned: Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries', Washington DC, USA
- EQUIP3 (2012) EQUIP3 Youth ICT: Information and Communication Technology, Employment Training and Placement Toolkit, EQUIP3, URL: http://idd.edc.org/sites/idd.edc.org/files/Youth_ICT_Toolkit_FINAL.PDF (accessed 22/10/2012)
- Felfe, C., Lechner, M. & Steinmayr , A. (2011). Sports and Child Development, IZA Discussion paper No.6105.
- Ferriter, J. (2012) Discussion on Economic Opportunities for Latin American and Caribbean Youth Comes to Capitol Hill: Multilateral Investment Fund Releases New Strategy for Youth Training Projects. September 14th 2012, Inter-American Development Bank, URL: <http://www.iadb.org/en/news/announcements/2012-09-14/mif-briefing-on-job-training-programs-in-latin-america,10112.html> (accessed 10/10/2012)
- 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)
- Ibarrarán, P. & Rosas D. (2007) Impact evaluation of a Labour Training Program in Panama., (Washington DC, OVE)
- Ibarraran, 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.

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).

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)

Karlan, D., & Valdivia, M. (2011). Teaching Entrepreneurship: Impact of Business Training on Microfinance Clients and Institutions. Review Of Economics And Statistics, 93(2), 510-527.

Kenyon, P. (2009) 'PARTNERSHIPS FOR YOUTH EMPLOYMENT: A review of selected community-based initiatives', Employment Sector Employment Working Paper No. 33, International Labour Office, Geneva, Switzerland

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

MacRae, I. (2012) Persistent Youth Unemployment in 2012: Economically and Psychologically Damaging, Yahoo! Voices, Yahoo! Contributor Network, URL: <http://voices.yahoo.com/persistent-youth-unemployment-2012-economically-11857177.html> (accessed 10/12/2012)

Manpower Group (2012) How Policy Makers Can Boost Youth Employment, URL: <http://files.shareholder.com/downloads/MAN/2074956109x0x600960/1f9d24d2-d737-40c7-805f-a38b183e7766/How%20Policymakers%20Can%20Boost%20Youth%20Employment%20FINAL%2009-18-12.pdf> (accessed 24/09/2012)

Manpower Group (2012) YOUTH UNEMPLOYMENT CHALLENGE AND SOLUTIONS: What Business Can Do Now, URL: http://www3.weforum.org/docs/Manpower_YouthEmploymentChallengeSolutions_2012.pdf (accessed 24/09/2012)

Multilateral Investment Fund (2012) Give Youth a Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

Pathak, P. (2012) Creating Creatures of Habit: Nudging Savings in Youth, New America Foundation, Washington DC, USA

Pathak, P, Holmes, J, Zimmerman, J. (2011) Accelerating Financial Capability Among Youth: Nudging New Thinking, Global Assets Project, New America Foundation, Washington DC, USA

Puerto, O.S. (2207) International Experience on Youth Employment Interventions: The Youth Employment Inventory, World Bank, USA

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

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

Schoar, A. (2009) The Divide between Subsistence and Transformational Entrepreneurship, NBER Innovation Policy and the Economy, MIT, Massachusetts USA

Schoof, U. (2006) Stimulating Youth Entrepreneurship: Barriers to enterprise start-ups by young people, International Labour Organisation, Geneva

Wheaton, A, Nessa, K. (2011) Youth Employment, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

Wong, Susan. 2012. What have been the impacts of World Bank Community-Driven Development Programs? CDD impact evaluation review and operational and research implications. Washington D.C. – The Worldbank.
<http://documents.worldbank.org/curated/en/2012/03/16374801/impacts-world-bank-community-driven-development-programs-cdd-impact-evaluation-review-operational-research-implications>

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

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

World Vision International (2011) The Handbook for Development Programmes: The Essentials, World Vision International, California, USA

World Vision (2012) DADD (Do/Assure/Don't Do) Framework, Senior Leadership Team, Economic Development Community of Practice, World Vision International

Youth Business International (2011) Youth Entrepreneurship: Recommendations for Action, Washington DC, USA

Youth Employment Network (2010) Joining Forces with Young People: A practical guide to collaboration for youth employment, Youth Employment Network, Geneva, Switzerland

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

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

CONTENTS : ANNEXURES

Annexure 1. Youth Livelihood Programming Best Practice	50
Annexure 2. Project Model Case Studies	58
Comprehensive Youth Employment Model	58
Sports Partnership Model for Youth Employability	65
Youth Entrepreneurship (Micro-Enterprise Development) Model	66
Job Placement and Job Counselling Services Model	69
Annexure 3. Life Skills	75
Annexure 4. World Vision's DADD Framework	76
Annexure 5. World Vision's Programme Effectiveness Standards	77
Annexure 6. Weighted Scoring Model	78

ANNEXURE 1 YOUTH LIVELIHOOD PROGRAMMING' BEST PRACTICE

This section summarises outcomes of research conducted by World Vision Australia's (WVA) Social Entrepreneurship and Economic Development (SEED) Unit. It builds on previous research conducted by the SEED Unit (*Youth Employment*¹³¹) as well as work commissioned by World Vision's (WV) Economic Development Community of Practice (*Youth Livelihoods Development Approaches*) and identifies critical methodology aspects of Best Practice.

For the purposes of this paper, the author has taken Best Practice to be those methodologies, processes and procedures which, when diligently applied, can improve the effectiveness of youth livelihood development programming.

The research has identified a range of Best Practices; the fundamental characteristics of which are presented in five logically grouped focus areas as follows:

1. Assess and Respond to Local Context
2. Effective Partnerships
3. Project Design Considerations
4. Youth Engagement
5. Monitoring and Evaluation

1. Assess and Respond to Context

- **Evaluation of the context** - Successful livelihood programs rely heavily on the ability to adequately assess and understand the situation of youth who are being targeted in relation to the local context, including the economy, policy environment, available services and stakeholders.¹³² It is critical that livelihood programs identify and respond to local context (including local labour market conditions) in each distinct targeted region, and tailor the programming to the specific assets and needs of local youth.¹³³
- **Labour market assessments are conducted** through ongoing formal or informal labour market assessments. Employment programs guarantee that their curriculum is grounded in the local economic context and that their youth will graduate with skills that are relevant and marketable to employers.¹³⁴ It is recommended that programs use a variety of labour market intelligence-gathering practices to ensure that projects are aligned with current employer demands and hiring trends.
- **Address both supply and demand** - Best Practice suggests that programs focused on employment linkages should utilize a dual-customer approach, considering the needs of both the employers and youth.^{135 136} Training must be market-driven, adapted to what employers are looking for in terms of appropriate technical and soft skills, or, in the case of entrepreneurship, where market opportunities lie. On the other hand, programs must also respond to the specific needs, capacities, and interests of vulnerable and disadvantaged youth.¹³⁷ The subsequent points highlight ways in which these aspects can be addressed.

****Also see 'Map Youth' under area four 'Youth Engagement.'**

¹³¹ Manpower Group (2012) How Policy Makers Can Boost Youth Employment, URL: <http://files.shareholder.com/downloads/MAN/2074956109x0x600960/1f9d24d2-d737-40c7-805f-a38b183e7766/How%20Policymakers%20Can%20Boost%20Youth%20Employment%20FINAL%2009-18-12.pdf> (accessed 24/09/2012)

¹³² Wheaton, A, Nessa, K. (2011) Youth Employment, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

¹³³ Ibid 134

¹³⁴ RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA

¹³⁵ Ibid 134

¹³⁶ Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

¹³⁷ Ibid 134

2. Effective Partnerships

- **Involve the Private Sector** - private sector “buy-in” is critical in developing programs that link youth to formal employment opportunities. Employers must be engaged and motivated to take on a key role, including¹³⁸:
 - Work placements – providing young people with the opportunity to gain work experience through short term placements
 - Identification and promotion of industries where youth may excel, such as tourism and IT
 - Facilitation of permanent employment opportunities
 - Identification of skills to inform the design of training programs capable of meeting rapidly-changing market demands and new growth sectors
 - Provision of technical advice and services
 - Mentoring
 - Funds/Investment

Employers should also be supported with training around the challenges that youth are likely to face, ways to communicate with youth and techniques to support youth on the job. As a consequence, employers will be more likely to hire and retain youth if they are able to understand and support them.¹³⁹

- **Ensure Government support** – the most successful youth employment programs benefit from some form of government support at the local, regional or national levels. This support includes:¹⁴⁰
 - Recognition and endorsement of programs
 - (Flexible) Financial support
 - Advocacy of the importance and potential of youth employment to the private sector
 - Raising awareness of youth employment services among young people
 - Encouragement of governments to support scaling-up successful initiatives
- **Development of effective partnerships and networks** - the importance of relationships with private sector and government has already been highlighted, but it is worth emphasising the importance of effective partnerships and networks in general. Youth employment services do not work well in isolation. Providing youth with comprehensive support and a variety of alternative pathways into employment requires:¹⁴¹
 - Leveraging the support and services of businesses, government and community initiatives
 - Creating synergies between policies, programs, sectors, actors, etc.

¹³⁸ Wheaton, A, Nessa, K. (2011) Youth Employment, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

¹³⁹ Ibid 138

¹⁴⁰ Ibid 138

¹⁴¹ Ibid 138

3. Project Design Considerations

- **Provide comprehensive/integrated services** - Young people have a wide range of needs, particularly those who are disadvantaged in terms of education (particularly literacy and numeracy), family support, substance abuse, mental illness or homelessness.¹⁴² Linking youth to the labour market requires project support services that are comprehensive in nature and go beyond traditional skill training, perhaps requiring several overlapping, cross cutting interventions.¹⁴³ ¹⁴⁴Services are needed that “wrap around” each young person, including:¹⁴⁵
 - Job readiness training
 - Personal and professional counselling and mentoring
 - Specific skill training and accreditation
 - Linkages to higher education
 - Work experience
 - Entrepreneurial pathways (information, training, support)
 - Professional networking
 - Volunteer opportunities
 - Basic needs (housing, food, clothing)
 - Recreation
 - Follow-up training and support
- **Offer certification options to youth graduates of vocational/technical training programs** - certification of graduates help job-seekers to demonstrate their newly acquired skills and provide quality insurance to potential employers.¹⁴⁶
- **Holistic approaches to entrepreneurship training** - international Best Practices in the youth field suggest that entrepreneurship training should take a holistic approach that places a greater emphasis on soft skills and training in leadership and entrepreneurial behaviours as well as the more traditional core business skills.¹⁴⁷
- **Youth focused financial services are best delivered in partnership** - inclusive financial services can play a critical role in enabling youth to invest in employment or education opportunities, however, it is suggested that youth-focused financial services are often best delivered in partnership.¹⁴⁸ This enables financial service providers to focus on the financial product while partner NGOs or government agencies address the financial education and entrepreneurship needs of young.
- **Link livelihood projects to other key development areas** - there is a proven link between livelihood and impacts on other areas (such as health, education, and HIV and AIDS prevention). Therefore youth projects are most effective when integrated with other sectors.¹⁴⁹

¹⁴² Ibid 138

¹⁴³ Lewin, K. (2011) Economic Development Community of Practice : Youth Livelihoods Development Approaches Document, Youth Livelihoods Interest Group, World Vision International, Washington DC, USA

¹⁴⁴ Education Development Centre (2012) ‘Equip3 Lessons Learned: Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries’, Washington DC, USA

¹⁴⁵ Ibid 138

¹⁴⁶ RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA

¹⁴⁷ Ibid 146

¹⁴⁸ 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)

¹⁴⁹ Sources of ‘proof’ cited in the Livelihoods Program Guide:

- IRIN 2007, Youth in Crisis: Coming of Age in the 21st Century. New York: United Nations.
- UN-DESA 2005, World Youth Report 2005. New York: United Nations.
- UNESCO 2001 - Learning to Create a Better Future: The UNESCO Special Project for the Enhancement of Learning and Training Opportunities for Marginalised Youth. Paris.

- **Communicate creatively** - there is anecdotal evidence that suggests that the use of social media platforms including Facebook, Twitter, and short messaging services (SMS) may be an effective tool in reaching disadvantaged youth.^{150 151} Media, marketing, and entertainment can be used by youth livelihood programs to:

- Transmit important information and promote positive behaviours among young people;
- Reshape society's perception of young people;
- Improve communication about youth livelihood programs to key stakeholders such as youth, donors, and colleagues in the field; and
- Engage youth and others in a two way conversation.

Given the array of communications options and their potential uses, projects must devise a communications strategy that identifies priority and cost-effective mechanisms for engaging their target audience(s).

- **Invest in quality trainers and facilitators** - investment in quality trainers and facilitators is crucial. It is important that these individuals are not only educated and experienced, but also have warm, supportive and enthusiastic personalities to build trust with youth. In many cases trainers and facilitators act as positive role models.¹⁵²

- **Gender sensitive programming** - *"Youth is not a gender-neutral demographic category."*¹⁵³ Male and female youth face different barriers and have unique needs and priorities, all of which must be considered when designing and delivering effective livelihood programs.¹⁵⁴ Understanding gender differences can assist in identifying constraints and opportunities that can increase effective participation levels of both sexes, or determine when sex-specific programs are most appropriate.

Gender should permeate all phases of a program's intervention. Examples of gender-sensitive activities incorporated into The Multilateral Investment Fund's¹⁵⁵ programming include:

- Conducting gender assessments early on to understand how gender differences might affect project activities.
- Addressing specific access barriers facing girls, such as domestic responsibilities and child care, among others, and adapting curriculum and scheduling accordingly.
- Targeted efforts to facilitate the entry of young women into non-traditional jobs.
- The creation of girl-only "safe spaces" in which girls are encouraged to speak openly and build confidence.
- Addressing safety and security issues for internships, mentor-mentee relationships, and jobs.
- The cultivation of family support for training projects in order to encourage female participation.
- The inclusion of gender-related messaging in curricula to address skills gaps and gender norms.
- Disaggregating and actively monitoring and analysing youth outcomes using gender specific Indicators which can show evidence for more effective program investments.

- **Adolescent girls and young women must be differentiated** - girls face unique challenges and are at distinct developmental and life stages that need tailored programming.¹⁵⁶

¹⁵⁰ Ibid 146

¹⁵¹ Ibid 136

¹⁵² Kenyon, P. (2009) 'PARTNERSHIPS FOR YOUTH EMPLOYMENT: A review of selected community-based initiatives', Employment Sector Employment Working Paper No. 33, International Labour Office, Geneva, Switzerland

¹⁵³ Ibid 143

¹⁵⁴ Ibid 144

¹⁵⁵ Ibid 136

¹⁵⁶ Global Youth Economic Opportunities (2012) Technical Areas: Gender, Global Youth Economic Opportunities, URL: <http://www.youtheconomicopportunities.org/about/yeo/4> (accessed 30/1-/2012)

4. Youth Engagement

- **Contribution to the long-term, positive development of youth** - positive youth development is a long-term investment by, with, and in youth that appreciates and builds on the assets of each youth, engages youth in the development of a long-term plan for themselves, and provides the necessary support for youth to implement their plan.

Services may include basic education, life skills, skills development, community service and any other necessary support services. The goal of positive youth development is to prepare youth to earn a livelihood, provide for their family, and contribute to their community. EQUIP3¹⁵⁷ cites that positive youth development incorporates:

- **Leadership:** Youth must be given an opportunity to provide leadership and take responsibility for aspects of a project. There should be intentional (planned and scheduled) leadership development components. Leadership should be incorporated into the management of a project and/or the delivery of services. Suggestions on how youth livelihood programs can achieve this are discussed below.
- **Adult role:** Youth should be assisted to develop a relationship with a competent caring adult who can counsel/advise them about livelihood and personal decisions. The adult can function as a counselor, case manager, instructor, volunteer or mentor.
- **Peer and family support:** Peers and family are engaged in the project as much as possible and are a part of the network of support for each young person.
- **Strength-based / Asset-based approach:** The project helps youth develop a positive sense of identity and how they fit into their family, community and the workplace. All aspects of the project should help youth learn more about themselves and their role and relationships with others – employers, family, peers and the community.
- **Information:** The project provides information to youth that provides access to resources, people, places and things that they need to create family, community and economic support.
- **Opportunity:** The project must create an opportunity for youth to improve skills, education and attitudes to become productive workers and citizens.

- **Map youth** - Community Youth Mapping (CYM) is critical to the success of youth livelihood programs.¹⁵⁸ CYM is a youth-centred participatory development strategy that engages young people and adults in canvassing their communities to document community-based resources, needs and opportunities. The strategy provides up to date information on the socio-economic realities of youth and also adds to their increased participation and ownership of the project.

- **View young people as assets** -There are two facets to this statement: 1) Recognising that young people have assets i.e., not simply viewing them as lacking capabilities or being deprived by circumstances; 2) Recognising that that youth can be an asset to development on a number of levels.¹⁵⁹

It is important for programmers to recognise and explore the competencies that young people bring to the table and how they can work together to build on these strengths and assets.¹⁶⁰

¹⁵⁷ EQUIP3 (2005) Youth Livelihood Toolkit: Preparing Out-of-School Youth for Livelihood, EQUIP3, USA

¹⁵⁸ Ibid 146

¹⁵⁹ Ibid 144

¹⁶⁰ Ibid 143

- **Involve youth throughout the project cycle to maximise the effectiveness of programs.** It is critical to include youth throughout the design, implementation and evaluation of the project's activities to capture their needs and preferences, secure buy-in and to instill a sense of investment from the participants themselves.¹⁶¹ However this demands that projects be flexible, and that they facilitate the building of relationships with youth, demonstrate patience and realistic expectations, and build the capacity of implementers and stakeholders.¹⁶² The United Kingdom's Department for International Development (DFID) advocates that development assistance should represent a three-lens approach. DFID recommends:¹⁶³
 - **Working for** the benefit of youth (as target beneficiaries), keeping youth project beneficiaries informed, focusing on their issues and preparing the groundwork for engaging youth as partners;
 - **Involving youth as partners**, consulting and collaborating with youth as part of the design and implementation process; and
 - **Supporting youth as leaders**, which requires opening spaces for youth-led interventions and decision-making within existing project structures, systems and processes.

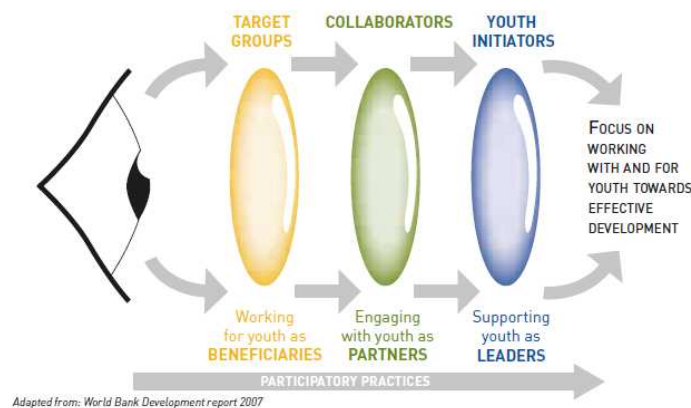


Figure 9: Three-lens approach to youth participation

- **Meet youths on their own terms** - programs need to meet youth where they are, both physically and mentally/emotionally. Young people often struggle to access employment because they lack confidence or suffer from unique personal challenges. It is important that those working with youth understand their circumstances and that youths feel valued and comfortable accessing the services available to them. The best way to ensure this is to:¹⁶⁴
 - Tailor support to meet individual needs;
 - Ensure each young person feels individually supported;
 - Make young people feel comfortable and safe;
 - Ensure services are youth friendly and accessible (e.g. at youth recreation centres, avoid environments that feel institutional); and
 - Treat young people as equal and valuable partners in the process (as opposed to clients or beneficiaries).
- **Understand barriers** - It is important to understand the barriers that prevent youth from participating in or completing training programs, and the reasons for attrition. Young people are frequently balancing

¹⁶¹ Ibid 146

¹⁶² Education Development Centre (2012) 'Equip3 Lessons Learned: Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries', Washington DC, USA

¹⁶³ DFID (2012) The Three-Lens Approach, Youth Participation in Development: A Guide for Development Agencies and Policy Makers, DFID, URL: <http://www.ygproject.org/guide/introduction/three-lens-approach> (accessed 31/10/2012)

¹⁶⁴ Ibid 138

education with income generation activities to pay for their studies and to contribute to the household.¹⁶⁵ Therefore training and other programs should be designed with the recognition that youth are juggling these priorities, and may have a fluid and constantly changing situation, in mind.

The Multilateral Investment Fund's experience has shown that *"efforts to locate activities close to the communities where youth live; foster family and community involvement; use interactive teaching approaches (simulations, games, role-playing, small group activities, field visits); align training with the hours best suited for the youth; and provide transportation stipends are effective in helping to keep youth engaged and minimize attrition."*¹⁶⁶

- **Account for youth differences and commonalities** - youth are not a homogenous group.¹⁶⁷ Differences in age, sex, experience, marital status, interests and preferences, family background, income, and religion, amongst others, can create a wide gap between the needs, aspirations and expectations of youth all over the world. The options and constraints they face vary widely as well.^{168 169} *"Targeted assessments are needed to develop youth strategies and programs that respect and respond to different youth needs, capitalize on commonalities, and ensure protection and opportunity for all young people, especially those who are marginalized and vulnerable."*¹⁷⁰
- **Identify and engage the support networks of the youth participants** - support from youth peer networks and young people's extended family are vital. Youth need support and encouragement to take on new roles and responsibilities.¹⁷¹ Beyond this, the family, friends, social clubs and educational institutions of young people can influence a young person's perception of a program and its value. To enlist the support of these networks, information about youth livelihood programs should be widely distributed amongst the communities of the target group.¹⁷²
- **Build in short term and long term outputs** - youth tend to be mobile, dynamic, quick to judge priorities, and are sensitive to opportunity costs. Therefore some quick wins are necessary to help them see the benefits of the program.¹⁷³
- **Get youth to co-invest in projects** - developing youth enterprise and employment opportunities needs co-investment from youth themselves and the commitment of their livelihood assets. From the outset, projects need to consider how to communicate this to youth.

¹⁶⁵ Ibid 143

¹⁶⁶ Ibid 136

¹⁶⁷ Ibid 143

¹⁶⁸ Youth Employment Network (2010) *Joining Forces with Young People: A practical guide to collaboration for youth employment*, Youth Employment Network, Geneva, Switzerland

¹⁶⁹ Ibid 143

¹⁷⁰ US AID (2012) *Youth in Development: Realizing the Demographic Opportunity*, US AID Policy on Youth, US AID, Washington DC, USA

¹⁷¹ Ibid 143

¹⁷² Ibid 136

¹⁷³ Ibid 143

5. Monitoring and Evaluation

- **Monitor and evaluate** - ensure that initiatives are properly evaluated using robust methodologies that can generate solid evidence of impact.¹⁷⁴ It is also critical that M&E staff have the required skills to engage young people. Existing M&E staff may require additional training on how to conduct youth-inclusive M&E.¹⁷⁵
- **Modify monitoring and evaluation tools to work with youth** - tools (such as survey and focus group tools) should be tested and finalised for young people in order to achieve greater reliability and validity. For example, survey questions may need to be framed differently for young men and young women, youth from urban and rural communities, and/or youth from different socio-economic groups.¹⁷⁶

Limitations of the Current Knowledge

Although the reviewed articles discussed ‘best’ or ‘effective’ practices, there is still little evidence on the short and long-term outcomes associated with youth employment programs.

The majority of youth livelihood programs focus on documenting the number of young people employed upon completion of the program, rather than examining what additional outcomes or effects youth employment programs have on youth development. Therefore it is unclear if some of the aforementioned effective practices are more critical than others.

¹⁷⁴ Ibid 138

¹⁷⁵ Global Youth Economic Opportunities (2012) Technical Areas: Monitoring and Evaluation, Global Youth Economic Opportunities, URL: <http://www.youtheconomicopportunities.org/about/yeo/6> (accessed 30/1-/2012)

¹⁷⁶ Ibid 176

ANNEXURE 2 CASE STUDIES

Case Studies: Comprehensive Youth Employment Model

Entra21 Program

Established in 2001 in partnership with the Multilateral Investment Fund (MIF), Entra21 is the International Youth Foundation's (IYF) flagship youth employment program in Latin America. Identified by the World Bank as a promising youth employment initiative,¹⁷⁷ the program provides disadvantaged youth with information and communications technology (ICT) training, along with comprehensive life skills, internships, and job placement services. Although the focus of this model is on employability skills, some projects also provide entrepreneurial skills training, depending on the local context. Figure 10 below illustrates the Entra21 model.



Figure 10. Entre 21 Employment Training Model¹⁷⁸

The Entra21 program (Phase One, 2001-2007 and Phase Two, 2007-2012) has trained over 135,000 youth in 22 countries through 59 projects in the Latin American region, achieving average job placement rates of 54% for Phase One and 42% for Phase Two. Project evaluations found that the quality of the jobs were good. Of those young people employed, 78% had formal contract and 74% earned minimum wage or better.

The MIF and IYF have worked with executing agencies to mould the Entra21 model to fit different countries and types of youth beneficiaries, including gang-related, rural, and disabled youth, as well as ethnic minorities. While

¹⁷⁷ 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

¹⁷⁸ RTI International (2012) Thematic Study of MIF Youth-related Projects, RTI International, Washington DC, USA

staying true to its core elements, the Entra21 model is flexible and the length of time dedicated to each training area varies from project to project, depending on the youths' profile, type of technical training provided, employer requirements regarding minimum internship hours, and certification requirements.

Across Entra21 projects, training cycles varied in duration from 154 hours to a maximum of 1,920 hours, and were offered over a period of approximately 2 to 12 months. Job placement services were typically offered for an average of three months.

The costs per a beneficiary varied based on the executing agency, the country, context and the number of youth being targeted. Including project administration, monitoring and evaluation as well as learning costs, the cost per a youth graduating from the Entra21 program fluctuated between US\$824 and US\$1,808.

In 2007, an IYF study found a positive benefit-cost ratio for two Entra21 projects, Comfenalco (Colombia) and AGAPE (El Salvador). The results both programs at 1.67 and 2.82, respectively, including direct costs alone. With the addition of indirect and private costs, the ratios remained positive but decreased slightly to 1.54 and 2.25.

Beyond having positive cost-benefit ratios, anecdotal evidence consistently point to the transformational effects of Entra21's the project experience on the youth's self perception and hopes for the future.

Youth Economic Empowerment Project

Plan International's Youth Economic Empowerment (YEE) Projects use an integrated approach to address youth poverty. Through its comprehensive approach to labour market entry, the YEE project model is designed to be a 'one-stop shop' for young people looking for work either as wage earners or as self-employed entrepreneurs.

YEE components are implemented in an integrated, inclusive and multifaceted manner, using the life-cycle approach in recognition of the capacity of various age cohorts. The program components include:

a) Pre-employment competencies: an initial capacity building for youth, covering life skills, basic rights, literacy/numeracy, financial education, gender relations and career counselling. Youth then choose entrepreneurship training or an employment track:

Entrepreneurship training is designed to give entrepreneurial youth the skills they need to open and run a microenterprise. New enterprise owners continue to receive business development services and advice from a mentor for the first year of their operations.

Employment: clients who choose employment enter either apprenticeship or training to qualify for specific jobs at previously-selected private sector employers. The employers have input into the curricula and minimum standards of training. An agreement between employers and Plan outlines employment terms and guarantees for graduates. Graduates continue to be mentored and coached after they start work.

b) Microfinance: both the employment and entrepreneurship tracks are supported through microfinance. A microfinance partner provides microfinance services to youth parallel to, but in conjunction with, the employment/entrepreneurship training and placement. Plan introduces the partner to youth groups which receive financial education and can access a portfolio of products specifically designed for youth including savings, education loans and loans for business start-up. Savings and/or loans are used to establish a business previously identified as having a high potential based on a value chain analysis.

c) Support services including peer counselling and where required, child care and allowances for travel and accommodation

d) Follow-up and a second chance for participants

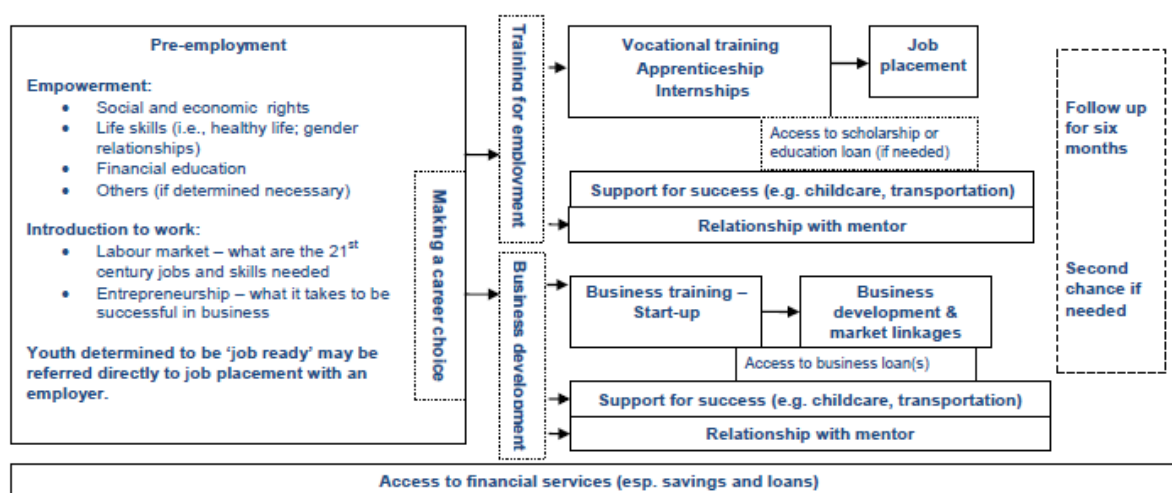


Figure 11. Plan International's Pathways to Youth Economic Empowerment Project Model

Currently the YEE project model is being piloted in El Salvador, Indonesia, Niger, Senegal and Sierra Leone.

Although Indonesia is still in the piloting stage and has not yet conducted an evaluation, the dual employment/entrepreneurship tracks of the YEE Pathway have attracted interest from the Indonesian Central Government. In March 2012 a joint fact-finding mission of the Government's National Team for Accelerating Poverty Reduction (TNP2K), the World Bank and International Labour Organization (ILO) visited the pilot project in Central Java. Delegates considered the YEE approach very promising, particularly in the areas of pre-employment training, demand-driven technical and vocational training, micro-enterprise development and financial services. One outcome of the mission is the expected modelling of YEE's approach for the poverty reduction programme and development of the World Bank training fund programme.

The Haitian Out-of-School Youth Livelihood Initiative

The Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) is a project of Education Development Center (EDC). It was launched in 2003 to provide education and job training for Haitian youth ages 15-24 with little to no formal education. IDEJEN provides program participants with support in the areas of employability and skills training, basic and vocational education, job placement and small business development. In addition to working directly with youth, IDEJEN provides technical support to different government ministries and is assisting in the development of the National Youth Policy and the Policy on Nonformal Basic Education.

The project has four main objectives:

- Re-integrate marginalized youth into society through basic education and livelihood training.
- Improve the ability of local Community-Based Organizations (CBOs) to address the programming needs of out-of-school youth.
- Strengthen the Government of Haiti's ability to provide and oversee improved services to out-of-school youth.
- Spread HIV/AIDS awareness and prevention messages to out-of-school youth.

IDEJEN provides Basic Employability Training to out-of-school youth. This includes literacy, numeracy, life/employability skills, HIV/AIDS awareness, and vocational training. The training takes a total of twelve months and is implemented by local Community-Based Organizations. After youth complete the Basic Employability Training, IDEJEN offers them six months of livelihood accompaniment, during which trained staff members provide support and services to youth as they either return to school or seek employment in the formal or informal economy.

➤ Building CBO capacity

IDEJEN builds the capacity of local organizations through a number of activities. First, the project builds the capacity of Community Based Organizations (CBOs) to run the Youth Training Centers, where the out-of-school youth receive non-formal basic education, life skills and technical training over twelve months. The project also supports the Youth Career Centers that run accompaniment activities in the areas of local labor market analysis, youth mentorship strategies, job opportunity development, and youth entrepreneurship techniques. In addition, IDEJEN builds the capacity of CBOs to become increasingly self-sustainable through trainings in business and marketing plan development, and/or finding diversified sources of funding.

➤ Strengthening government services

IDEJEN has established working partnerships with the Ministry of Education and the Ministry of Youth and Sports to support the development of youth-friendly policies. These policies will help provide the necessary framework for strengthening and multiplying education and livelihood services to young people on a large-scale basis.

➤ HIV/AIDS awareness

IDEJEN, with the help of 200 Youth Peer Educators, integrates HIV/AIDS prevention messages into its Basic Employability Training and Livelihood Accompaniment activities. At-risk youth also receive referral information and relevant HIV/AIDS services, including counselling, testing, and treatments.

Exhibit: 2.1: IDEJEN Youth Livelihood Development Program in Haiti

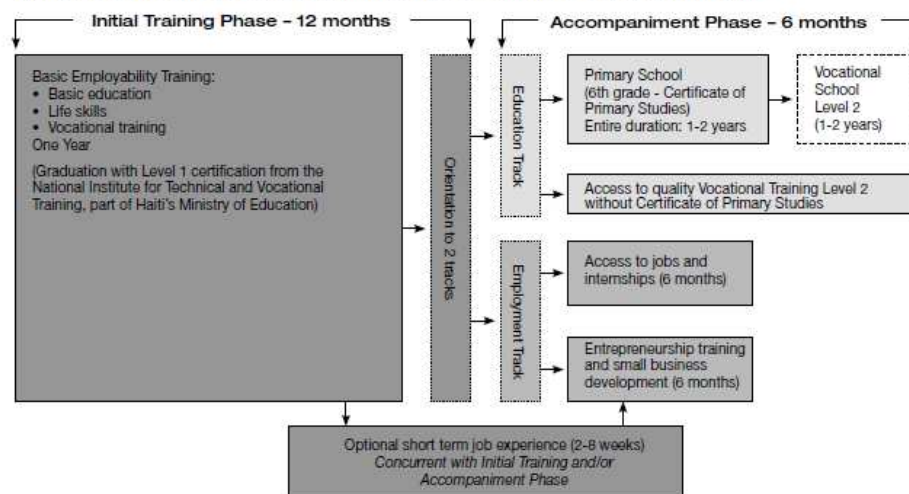


Figure 12. Education Development Center's Haitian Youth Livelihood Development Project Model

Institute for Livelihood Education and Development Program

Institute for Livelihood Education and Development (iLEAD) is a major program of French development organisation Aide et Action's (AEAI) that provides market oriented employability and entrepreneurship training targeted at youth from economically weakest category in South Asia. The program provides support to youth 18-25 years, mainly comprising of school dropouts and marginalized communities.

iLEAD is highly sensitive to market demand and takes up only those employable trades which have demand in the local market. The training curriculum is also designed in consultation with the local business establishments and enterprises. This not only ensures a match between the market or industry expectations and the skills of the trainee but also helps in getting them entry level jobs easily.

AEAI implements iLEAD in five main phases:

- 1) Select motivated youth who are committed to the program. Identify their aptitudes and career interests.
- 2) Research the local labour context and identify the skills that businesses in the area need.
- 3) Create partnerships with local business to implement vocational workshops, and on-the-job training. Businesses engaged in this way are more likely to offer new job openings.
- 4) Implement vocational and life skills workshops for participating youth.
- 5) Guide youth in the search for employment, and open opportunities to be hired by local corporations.

There are currently 101 iLEAD centres located in urban, peri-urban and rural areas across India and Sri Lanka. Since 2005 there have been over 150,000 youths have been trained across South Asia, maintaining a job placement rate of 77%. The iLEAD program has a strong focus on gender; the average female participation rate sits at 74%.

The cost of the program varies depending on the context, the number of youth being targeted, the number of courses being offered as well as the commitment in terms of years. However, to give an idea of the cost per a participant, Dr. Aishwarya Mahajan, AEAJ's Regional Head of Livelihood Education in South Asia offered that *"if this is an initial project and you are planning this for a year with targeting minimum 1000 youths, the cost will be somewhere around \$250AUD per candidate and this include the initial training and planning cost ."*

AEAI has consulted and trained various international organisations including the American Indian Foundation and Children International to successfully adapt the iLEAD model. With AEAJ's support Children International has

created the Into Employment Program which is now being piloted throughout South East Asia and Latin America with promising results.

Programa Para o Futuro (Program for the Future)

Programa Para o Futuro - Young Women in Action (PPF- YWA) is an innovative social development program of the Academia para o Desenvolvimento da Educacao (ADE-Brazil). PPF-YWA was designed to promote the economic empowerment of young women through an engaging holistic approach that builds technical, social, academic and employability skills using the Project Based Learning methodology

The scope of the PPF-YWA approach is reflected in its proposed set of four essential and interdependent objectives:

- 1) Employability Knowledge and Skills including strengthening basic education, technical Information Technology (IT) skills, and employability skills.
- 2) Gender Awareness, Life Skills and Voice including gender awareness and knowledge of reproductive health, improved relationships with family members, enhanced voice and self-identity, and basic financial literacy.
- 3) Girl Friendly Environment whereby family members, mentors, business people, and peers gain a clearer understanding of gender, recognize the potential of young women, and support and encourage their full economic and social engagement in society.
- 4) Professional Networks including the development of a diverse, supportive network of peers and mentors to gain ongoing personal and professional guidance and a better understanding of the workplace.

These objectives and their relationships to the various projects are represented in the PPF-YWA Action Framework, presented in Figure ... below.

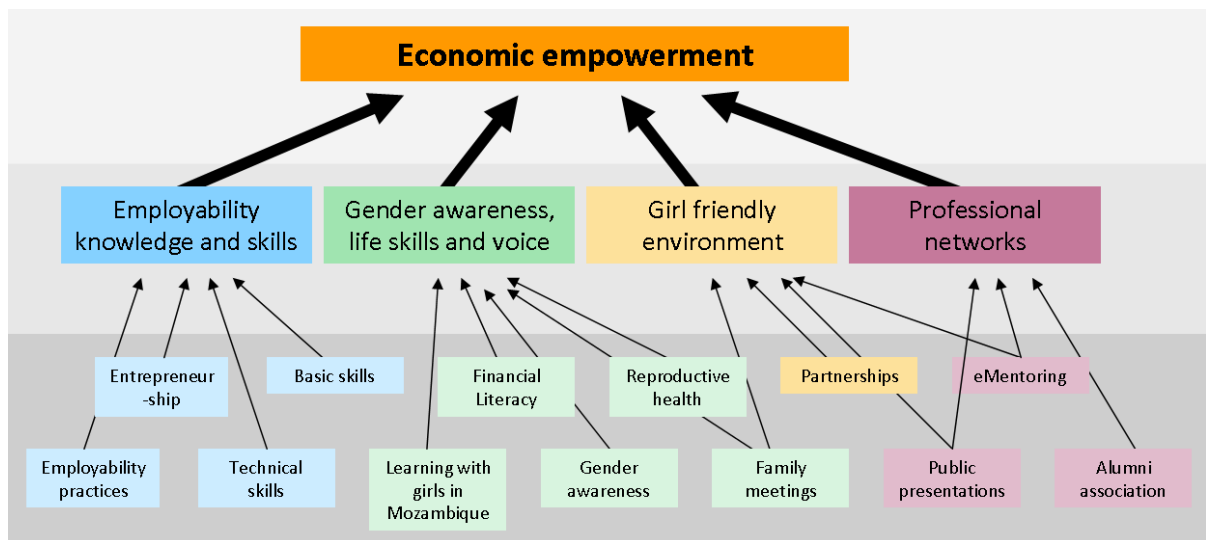


Figure 13. Academy for Educational Development's Programa Para o Futuro – Young Women in Action Framework

Over the course of three and a half years, the PPF-YWA reached approximately 1000 disadvantaged young women between the ages of 15 and 24 in the greater metropolitan area of Recife, Pernambuco. Participants lived below the poverty level with monthly family income of, maximum, ½ minimum wage per capita. The Program was implemented in a series of five Learning Cycles with an increasing number of participants in each cycle.

Results from PPF-YWA were very positive. Program attrition rate was low, particularly in the later Learning Cycles. Overall, the Program was completed by 85% of the participants.

The strongest quantitative gains were demonstrated in outcome measures of ICT skills and professional networks. These included increased technical skills, increased number of professional contacts who can provide information and resources about the workplace, increased confidence to reach out to potential contacts, and increased

number of personal relationships that bridge the cultural gap between the disadvantaged youth and the world of work.

More modest improvement was shown in terms of employment upon Program completion. However, follow-up surveys from a subset of graduates indicate positive rates of secondary education completion and enrolment in continuing education, as well as increased job insertion and a tendency in favour of quality employment.

Case Studies: Team Sports Partnership Model for Youth Employability

A Ganar

A Ganar is an economic empowerment program that uses the power of football to help at-risk youth in Latin America develop market-driven job skills, become entrepreneurs or return to the formal education system. A Ganar combines football based field activities with classroom activities, vocational training and internships with mentorships and community service to provide a comprehensive support system for youth.

A Ganar is PoA's was co-developed with the MIF in 2004 and was executed in Ecuador, Brazil, and Uruguay in Phase 1 (2005-2009). PoA and an international team of representatives from these three countries conducted participatory design workshops and consultations with business leaders, youth, community leaders, sports community, and government to learn about challenges and opportunities for youth preparation for work in the three countries. Based on these findings, PoA and the MIF designed the A Ganar model and established one local NGO in each country for the expressed purpose of running the different country projects.

The original three-country A Ganar pilot reached more than 3,200 youth. A year after program completion, over 70% of graduates had a job, returned to school or started a business. Additionally, 73% of employed youth reported receiving benefits through their jobs.

The A Ganar model has since expanded into 15 countries throughout Latin America and the Caribbean and has reached over 8,500 youth through the support from the MIF and other donors, including USAID and the Nike Foundation.



Case Studies: Youth Entrepreneurship (Micro-Enterprise Development) Model

Colectivo Integral de Desarrollo (Promotion of Youth Entrepreneurship Project)

MIF's Colectivo Integral de Desarrollo 's (CID) project "Promotion of Youth Entrepreneurship," implemented from 2004 to 2009, utilized an integrated approach to help youth entrepreneurs overcome the obstacles to the creation of dynamic businesses in northern Peru. The CID model targets poor and low-income youth ages 16-24 and consists of four main components offered over the course of approximately six months:

- 1) **Business plan preparation workshop:** 20 hour workshop followed by a competition to select participants.
- 2) **Seed capital:** for selected proposals (an average of of US\$1,500 in seed financing, but youth are required to invest their own resources equivalent to 30% of the total amount received, 10% in cash).
- 3) **Business administration training:** 60 hours of training in areas, including accounting and marketing, among others.
- 4) **Personalized coaching/advisory services and mentoring:** 12 hours of personalized, onsite advisory services during the first months of their business, in addition to a business mentor. Coaching occurs in parallel to the training courses, allowing youth to put classroom theories to practice with the guidance of experienced business coaches.

Cost per beneficiary: US\$274 (not including seed financing or participant fees)

Segmentation: in addition to the primary program described above, CID also offers targeted courses for more experienced entrepreneurs: a four month "Certificado" course for youth with existing businesses (less than one year old) and a six month "Diplomado" course for youth with businesses already in the growth phase.

Fee for service: CID has a staggered fee system, depending on the program level and the youth's ability to pay; costs range from approximately US\$50 for the typical six month program to US\$700 for the "Diplomado" course.

Adaptable model: CID has tested this model in different regions of Peru and as part of the government's national youth employment program. It has also been transferred, with MIF financing, to three organizations working with youth entrepreneurship in the Dominican Republic.

The final evaluation of CID's project found favourable results for the youth entrepreneurs that participated in CID's project activities. After five years, around 770 youth enterprises were created or consolidated (for youth joining the CID program with already existing businesses), collectively contributing over 1,480 new jobs to the Peruvian economy. Furthermore, the net income of the youth entrepreneurs increased by over 180 percent.

An impact evaluation studied the outcomes of youth entrepreneur beneficiaries compared to the outcomes of youth in a control group, which consisted of youth that registered in CID's project but decided not to participate or youth that received less than five percent of the services (early program dropouts).

Comparing these two groups shows more favourable results for CID project beneficiaries across the board. The findings of the impact study are presented below:

- Youth entrepreneurs that participated in the CID project created four times more enterprises than the entrepreneurs in the control group.
- Youth beneficiaries' businesses experienced higher survival rates. 65 percent of CID youth beneficiaries' businesses were still in operation at the time of the study, compared to 43 percent of youth businesses in the control group.
- Business formalisation occurred at higher rates for youth beneficiaries. 88 percent of beneficiary enterprises were formal, compared to 69 percent in the control group

Youth Business International's Entrepreneurship Training Model

Youth Business International (YBI) is a global network of independent non-profit initiatives helping young people—particularly economically disadvantaged youth—to start and grow their own business through a combination of training, access to capital, and mentoring.

The YBI model's training cycle typically combines both pre- and post loan interventions over a period of up to three years:

Pre-loan training: typically includes support for completing business plans, courses on running a business, and training in financing and budgeting. Additional support is often provided to help youth develop their interpersonal and presentation skills.

Post-loan training: involves more advanced technical skills, often in the areas of finance, marketing, sales, etc. It is typically targeted at strengthening or expanding the business. Loans are collateral-free and are repayable over two to three years.

Mentoring: local business community volunteers typically mentor youth for one to three years. Private companies play a key role as sources of mentors and financing.

Networking activities: many YBI members organize networking events for their entrepreneurs to broaden contacts and business opportunities.

Adaptable model: local organizations need to undergo accreditation to use the YBI model and become part of its network, thereby ensuring a uniform approach across countries; however, variations to the core model can be made to adapt to local contexts.

Founded in 2000 by The Prince of Wales, the YBI network currently spans 34 countries across six continents. Since its inception, YBI members have helped over 100,000 young people to create their own business, and YBI estimates that 70 percent of these businesses are still operating after three years.



Figure 14. Youth Business International's Entrepreneurship Training Model

Empretec

Empretec aims to inspire entrepreneurs in developing countries and countries with economies in transition to start, grow, and develop their businesses. It is an international program established by the United Nations Conference on Trade and Development (UNCTAD), based on a methodology originated at Harvard University that focuses on a behavioural approach to entrepreneurship. The methodology is grounded in research that has demonstrated that successful businesspersons act and behave in a similar way, regardless of their culture, socioeconomic context, or religion. The methodology is applied to identify, select, train, advice, and support individuals with the capacity to undertake new ventures. Beneficiaries receive entrepreneurship training based in the immersion technique and up to five days of technical assistance to provide practical support for their plans to create new businesses or new ventures.

Case Studies: Job Placement and Job Counselling Services Model

MASRworks

In Egypt, Microsoft Corporation launched an online employability portal called MASRworks in collaboration with Silatech, a regional social enterprise focusing on youth employment. MASRworks includes modules on career guidance, employability, and entrepreneurship, and also provides job and internship listings to help young Egyptians gain easier access to the world of work.



JOBLAB

JOB is an innovative, ICT-based electronic career guidance tool that was originally developed in Germany by GTZ to encourage teenage girls to consider a broader range of career options. Because of its target group orientation, its interactivity, the capacity to store a vast amount of information and the possibility of using it for career counselling as well as self-exploration, JOBLAB has been considered as a useful complement to career guidance services in developing countries.

JOBLAB has been adapted to address specific objectives, for example to improve counselling services for the vocational orientation of both Chinese and Chilean youth as well as to increase the visibility of non-tertiary education offers in particular. It provides comprehensive information on vocational training offers and focuses on the linkage between the personal potential, vocational career options and the demand on the labour market.

Below provides an overview of JOBLAB's six modules.

Module 1 "Occupational Design"

Occupations are being created according to one's own wishes and concepts



Module 2 "The test Room"

In this room, there are four different test devices that will help explore one's interests and skills



Module 3 "Different Occupations in Comparison"

Single occupations are explored in more detail and compared to each other. Information on each occupation is given, including the possibilities for (further) training, and in some cases images and video



Module 4 "Finding Similarities"

In this module, jobs and professions are displayed according to their relative similarity. With a single click, one can shift the focus from one job to another and explore connections between the different professions



Module 5 "Me and my Occupation"

Own interest and skills are compared with the characteristic of the occupations. It is possible to alter the impact of test result or school notes



Module 6 "The Compatibility Simulator"

Here, one can play out the different possibilities of combining family and occupation. Depending on the age of the child, one needs to come up with child care provisions. For each model, there is also a rough estimate on the necessary income of family



Souktel: JobMatch Service

Tapping into the potential of mobile technology, Souktel has brought an innovative solution to address the need for better access to labour market information in low income countries that lack internet infrastructure. Souktel's JobMatch service is a cell-phone service that uses SMS and voice-menu technology to link young people with jobs.

The JobMatch information software platform helps reduce unemployment, empower individuals, and stimulate economic growth through a simple five-step process:

- 1) Job-seekers and employers learn about the service from peers, schools, trade associations or standard/viral marketing channels.
- 2) Job-seekers sign up via SMS and create "mini-CVs" by answering a short series of questions about their location, skills, experience and more. Employers sign up via SMS or web, and create mini job ads through a similar process.
- 3) Both sets of information are uploaded from users' phones to a central database.
- 4) At any time, users can text "Match Me" to a 4-digit service hotline—and get an instant listing of all jobs (or staff) that directly match the criteria in their own mini CV or mini job ad. Users can also text "search" to browse all available listings by criteria, like work sector or location.
- 5) Once they're matched, users can contact each other directly (using email/phone contact details provided in their profiles) to arrange in-person job interviews. Souktel's unique "SMS-to-email" functionality enables jobseekers to send their CVs directly to employers' email inboxes using SMS commands, allowing for real-time job application submissions even when offline.

JobMatch is easily deployable, adaptable and systems can be scaled up or down quickly and cheaply, as needed. Project implementers require minimal hardware and there is no need for regular electricity or internet connection. Beyond this, JobMatch's phone access option facilitates service use in areas with no internet or poor communication/ transport infrastructure.

Souktel's services have also had broader social impacts in terms of saving time, money, creating social networks, and empowering women. Since 2006, more than 19,000 job-seekers and 700 employers have registered on Souktel's JobMatch systems. More than 5,000 job-seekers are matched with work or training. In Palestine, 84 percent of surveyed job-seekers reported that time spent on looking for work decreased from 12 weeks to 1 week; 64 percent of job-seekers reported a 50 percent increase in mean monthly wages, from \$500 per month to \$750 per month.

Since 2006 Souktel has been providing inexpensive mobile job-find services in twelve regional markets in the Middle East and East Africa. Below provides case studies of organisations which have partnered with Souktel to use the JobMatch technology:

Workforce Development and Employment Services, Morocco (Partner: EFE)

In 2011, Souktel began supporting the training-to-work program for youth participants in the Education for Employment Foundation's work in the Casablanca region. Leveraging Souktel's deep experience in mobile employment services, EFE asked Souktel to design a custom service that supports EFE's integrated continuum of interventions along the entire programmatic value chain – including SMS-based recruitment surveys and pre-screening, program marketing, quizzes, opinion polling and evaluations, job-matching, and alumni tracking. Additionally, Souktel's platform was fully integrated into the EFE website and database, creating a seamless push and pull of data between the EFE and Souktel systems as well as a single user-facing platform for employers and youth participants.

Youth Employment Service, Rwanda (Partner: USAID)

As a key part of the Education Development Center's (EDC) Akazi Kanoze Youth Livelihoods Program, Souktel provides SMS-based JobMatch software tailored to the Rwandan market - so that both informal and formal job markets can benefit from leveraging the system in ways that suit their specific market characteristics. Additionally, Souktel built a tailored data collection system so that Akazi Kanoze's over 15,000 youth beneficiaries can update their employment status on a monthly basis via a toll-free SMS shortcode and a series of easy to use commands - with all data flowing directly into EDC's dedicated database for easy tracking and follow-up.

Mobile JobMatch in Support of Workforce Development, Somalia (Partner: USAID)

Launched in 2009, the USAID-funded Somali Youth Livelihoods Program (SYLP) provides job and empowerment training and employment placement for 8,000 young people as well as focusing on delivering core content through mobile technology. Since late 2008, Souktel has supported lead project implementer EDC Inc. by operating an SMS-and voice based job information service, along with opinion polling and employment alerts, across Puntland, South Central Somalia and Somaliland. These services give thousands of youth real-time access to key information, in communities where web access and local media are limited.

Mobile JobMatch Service for Youth, West Bank/Gaza (Partner: World Bank Group)

In 2006, Souktel partnered with the World Bank to launch a mobile JobMatch service on four Palestinian college campuses, in partnership with the Palestinian Ministry of Education. JobMatch became the universities' first-ever job search service: Three of the four campuses had never offered any type of career resources to their students. After 12 months of use by 400 new college graduates, over 25% of service users had found work/internships through Souktel (compared to a 15% success rate at traditional HR firms); 60%+ of employers using the service had cut hiring time and costs by over 50%. Students quickly embraced the service for its ease of use and cultural relevance – women could find jobs without having to travel to the city, and job searching via SMS could be quickly done between classes or while on the go. Since the initial pilot, JobMatch has grown into a nation-wide service; today's numbers speak to the success JobMatch has had in supporting youth employment in Palestine: 15,000+ job-seekers use the system, with an average of 50 matches made each month.

Below demonstrates how Souktel's JobMatch service works for both jobseekers and employers.

For Job Seekers

Step 1: Sign Up



Type 'Register' and send by SMS to Souktel's sign-up phone number. Get added to the Souktel job database and start creating your mini-CV.

سوقتل Souktel

Welcome to JobMatch.

You are now registered.

Text 'ok' to start uploading your mini-CV.

STEP 1

STEP 2

STEP 3

STEP 4

Step 2: Create a Mini-CV



Through a series of question-and-answer messages, create a mini-CV that includes data on your age, location, skills, education level, and career interests.

سوقتل Souktel

Mini-CV

- Young Man seeks
- Farm job
- in Jenin.
- Has High School Ed.
- Can work full time, all wkdays.
- Skills in milking machine operation.
- Call 0599245789 to hire me.

STEP 1

STEP 2

STEP 3

STEP 4

Step 3: Get Matched with a Job



At any time, text 'Match Me' to Souktel. Get an instant list of jobs that match your mini-CV data, with contact numbers.

سوقتل Souktel

Top 3 Jobs matching your mini-CV.

- 1-0599400400
- 2-0599300300
- 3-0599200200

Call 0599400400: Employer seeks staff for farm job in Jenin. Need High School Ed; Skills in dairy milking machine operation. Work is full time, all wkdays.

STEP 1

STEP 2

STEP 3

STEP 4

Step 4: Set Up an Interview



Contact Employer to set up a job interview, by calling the number listed in the match results.

Employer



STEP 1

STEP 2

STEP 3

STEP 4

For Employers

Step 1: Sign Up



Type 'Register' and send by SMS to Souktel's sign-up phone number. Get added to the Souktel job database and start creating your Job Ad.



Welcome to JobMatch.
You are now registered.
Text 'ok' to start uploading your Job Ad.

STEP 1

STEP 2

STEP 3

STEP 4

Step 2: Create a Job Ad



Through a series of question-and-answer messages, create an SMS Job Ad that includes data on the job's location, sector, and skills or experience requirements.



Job Ad Complete
Offering farm job in Jenin. Need High School Ed.; Skills in dairy milking machine operation. Work is full time, all wkdays. Call 0599400400 for info.

STEP 1

STEP 2

STEP 3

STEP 4

Step 3: Find a CV that Matches your Job Ad



At any time, text 'Match Me' to Souktel. Get an instant list of all job-seekers with CV info that matches the demands of the Job Ad.



Top 3 CVs matching your job ad.
1-0599245789
2-0599661661
3-0598745965
Call 0599245789: Young Man seeks Farm job in Jenin. Has High School Ed; Skills in milking machine operation. Can work full time, all wkdays.

STEP 1

STEP 2

STEP 3

STEP 4

Step 4: Set Up an Interview



Contact Job Seeker to set up an interview, by calling phone numbers listed in the match results

Job Seeker



STEP 1

STEP 2

STEP 3

STEP 4

ANNEXURE 3 LIFE SKILLS

The following reproduces UNICEF's list of life skills¹⁷⁹:

Communication and Interpersonal Skills

Interpersonal communication skills

- Verbal/nonverbal communication
- Active listening
- Expressing feelings; giving feedback (without blaming) and receiving feedback
- Negotiation/refusal skills
- Negotiation and conflict management

Assertiveness skills

- Refusal skills
- Empathy
- Ability to listen and understand another's needs and circumstances and express that understanding

Cooperation and teamwork skills

- Expressing respect for others' contributions and different styles
- Assessing one's own abilities and contributing to the group

Advocacy skills

- Influencing skills and persuasion
- Networking and motivation skills

Decision-Making and Critical Thinking Skills

Decision-making/problem-solving skills

- Information-gathering skills
- Evaluating future consequences of present actions for self and others
- Determining alternative solutions to problems
- Analysis skills regarding the influence of values and attitudes of self and others on motivation

Critical thinking skills

- Analysing peer and media influences
- Analysing attitudes, values, social norms and beliefs, and factors affecting these
- Identifying relevant information and information sources

Coping and Self-Management Skills

Skills for increasing internal locus of control

- Self-esteem/confidence-building skills
- Self-awareness skills including awareness of rights, influences, values, attitudes, strengths, and weaknesses
- Goal-setting skills
- Self-evaluation /self-assessment/self-monitoring skills

Skills for managing feelings

- Anger management
- Dealing with grief and anxiety
- Coping skills for dealing with loss, abuse, trauma

Skills for managing stress

- Time management
- Positive thinking
- Relaxation techniques

¹⁷⁹ UNICEF (2012) Life Skills, UNICEF, URL: http://www.unicef.org/lifeskills/index_whichskills.html

ANNEXURE 4 WORLD VISION'S DADD (DO/ASSURE/DON'T DO) FRAMEWORK¹⁸⁰

Economic development is a process by which WV engages with government, market, and community actors to improve household economic well-being.¹⁸¹ Economic development improves household economic well-being through improvements in incomes, assets, and rights.

Household economic well-being is the basis for household expenditures and investments that improve child well-being, from paying for vaccines to making shelter improvements. The higher a household's economic well-being, then the greater the expenditures and investments can be on child well-being.

Household economic well-being is also the basis for taxation that funds public expenditures and investments that improve child well-being, from hiring more teachers to building water treatment plants. The higher is households' economic well-being, then the greater public expenditure and investment can be on child well-being.

Evidence shows that incomes and assets strongly correlate with well-being.¹⁸²

World Vision works in some contexts (e.g. North Korea) where family incomes, assets and economic rights will not improve for the foreseeable future. In such contexts, economic charity or direct service delivery – the gifting of cash, in-kind goods, and assets by WV – is an acceptable approach for moral reasons.

<p>DO¹⁸³</p> <ol style="list-style-type: none"> Facilitate access to savings and credit, especially for mothers. <i>Project Models – Savings Group</i> Facilitate access to markets and business development services for micro-entrepreneurs and smallholder farmers with children. <i>Project Models – Savings Group / Local Value Chain Development / Business Facilitation</i> Facilitate access to wage- and self-employment, especially for youth (15-24 years). <i>Project Models – Savings Group / Local Value Chain Development / Business Facilitation</i> Mitigate and restore the loss of incomes and assets in households with children that are vulnerable to and affected by disasters and crises. <i>Project Models – Savings Group / Local Value Chain Development / Business Facilitation</i> 	
<p>DON'T DO – Strategic¹⁸⁴</p> <ol style="list-style-type: none"> Grow and develop medium and large businesses and commercial farms, except as a by-product of a wage-employment strategy linked to the private sector. Advocate at international levels.¹⁸⁵ 	<p>DON'T DO – Poor Practice¹⁸⁶</p> <ol style="list-style-type: none"> Direct service delivery of economic goods or assets (e.g. animals, food, equipment, inventory, etc.) for free, except in contexts of acute or chronic loss of assets. Promote increased production without reasonable

¹⁸⁰ World Vision (2012) DADD (Do/Assure/Don't Do) Framework, Senior Leadership Team, Economic Development Community of Practice, World Vision International

¹⁸¹ Economic well-being is the state of income, assets and economic rights enjoyed by an individual, household, community, nation, and the world

¹⁸² Ctrl + Click [here](#) (must be online to follow this link). Push "play" button at bottom left corner of chart.

¹⁸³ A 'DO' is "The strategic focus through which we seek to make our main contributions in this sector/theme" (June 2011 DADD Definitions and Guidance Notes.pdf)

¹⁸⁴ A 'DON'T DO – Strategic' is "Activities which could make a positive contribution to the achievement of the Sector/Theme Goals but which **we chose not to do** in order to focus on doing a few things well." (June 2011 DADD Definitions and Guidance Notes.pdf)

¹⁸⁵ We choose not to have a strategy to advocate at international levels for the foreseeable future until the Partnership decides to expand its international advocacy beyond Child Health Now and include economic justice issues, and the ED sector develops scale and expertise in the execution of its 3 approved PMs: Savings Groups, Local Value Chain Development, and Business Facilitation

<p><u>ASSURE – Internal</u>¹⁸⁸</p> <ol style="list-style-type: none"> Communities have access to systems that provide effective child well-being services – education, health, protection, etc. Communities possess knowledge that improves child well-being – nutrition, agriculture production, sanitation, etc. Communities understand their economic vulnerabilities and opportunities. Programmes are well designed, based on assessments and analyses, and: <ul style="list-style-type: none"> tackle causes of poor CWBOs; have positive return on investment; have simple impact measures; have simple monitoring and evaluation methods; are economically viable; are socially and environmentally sound are in the best interests of children are inclusive and focus on the most vulnerable Natural resources are sustainably managed. <p><u>Key WV sectors/theme dependencies:</u></p> <p>Agriculture; Child Protection; Design, Monitoring, and Evaluation (DME); Disability; Disaster Risk Reduction (DRR); Education; Food Programming Management Group (FPMG); Gender; Global Knowledge Management (GKM); Health; Humanitarian Emergency Affairs (HEA); ICT4D; Integrated Programming Effectiveness (IPE); Natural Environment & Climate (NEC); Nutrition (N); Urban; VisionFund International (VFI); Water & Sanitation (WASH);</p>	<p>assurance of a market for the product, unless intended for home consumption.</p> <ol style="list-style-type: none"> Encourage vulnerable families to assume debt if repayments exceed 20% of income. Any activity/intervention not explicitly linked to ADAPT findings.¹⁸⁷ Any activity that substitutes for or provides parallel services to those of the government. Any activity that increases child labour. <p><u>ASSURE – External</u></p> <ol style="list-style-type: none"> Communities value, prioritize and invest in child well-being. Communities have access to systems that provide effective child well-being services – education, health, protection, etc. Communities possess knowledge that improve child well-being – nutrition, agriculture production, sanitation, etc. Gender equality in household decision-making and cultural/legal environment Enabling legal environment and infrastructure for microenterprise development and job creation. Social protection safety nets in place for most vulnerable – single parents, youth parents, child-headed households. <p><u>Types of Partners:</u></p> <p>Agriculture extension service Chambers of commerce/Rotary clubs Producer Associations & Cooperatives Government financial regulatory agency Government health system Government education system Labor Unions Bank and non-bank financial institutions Other I/NGOs Multilaterals/Bilaterals/Universities/Research Institutes Village Savings and Loan Associates</p>
<p><u>Exceptions (only list where very obvious exceptions exist)</u></p> <p>Economic charity (“Gifting” or direct service delivery) is acceptable when economic development cannot occur and economic</p>	<p><u>Process for determining exceptions at National Office level:</u></p> <p>Based on the ‘Enabling Environment Index’, which will tell you what countries have low probabilities of</p>

¹⁸⁶ A ‘DON’T DO – Poor Practice’ is “Activities that have proven to be poor practice, create dependency or inequities.” (June 2011 DADD Definitions and Guidance Notes.pdf)

¹⁸⁸ An ‘ASSURE – Internal’ is “those services or capabilities which are essential to the achievement of the sector ‘DOs’ but which should be provided by other ministry groups within WV (sectors, themes, LOMs, etc.). An ‘ASSURE – External’ is “those services or capabilities which are essential to the achievement of the sector ‘DOs’, ensure sustainability and resolution of root cause issues, but which should be provided by others outside WV. (June 2011 DADD Definitions and Guidance Notes.pdf)

¹⁸⁷ ADAPT – Analysis, Design and Planning Tool. Used in Step 5 of the IPM Critical Path.

charity is the only available option to support a family/community economic well-being.	development in the foreseeable future. ¹⁸⁹
<p>Notes on contextual issues: (if required): Development of DADD revealed little to no distinction between contexts 1 - 6. This may be because we work with the poorest in all six contexts, and the poorest have fewer distinctions between different contexts than the poor and the rich have in the same context.</p> <p>Some distinction was seen in rural versus urban contexts and charity versus development contexts.</p>	

¹⁸⁹ To be developed by the ED CoP, WVA, and an university in Australia.

****The following section has been taken directly from WV's Handbook for Development Programmes.¹⁹⁰**

The standards below define the essentials of Programme Effectiveness, organised according to the four main aspects of World Vision's Development Programme Approach. These standards are the basis for programme self-review and quality assurance. They are intended to be applied flexibly according to context.

Further explanation of these standards can be found in the Programme Effectiveness Self-Review tool.

Contributing to the well-being of children within families and communities, especially the most vulnerable:

1. The programme contributes to the sustained well-being of children, especially the most vulnerable.
2. The programme vision and priorities are developed with and owned by the community and local partners.
3. The programme integrates lines of ministry, sectors and themes, reflecting the national office strategy and the local vision and context.
4. Programme design, monitoring, evaluation and reporting clearly reflect the programme's contributions to child well-being outcomes.
5. In programmes with sponsorship, Sponsorship Minimum Programming Standards are applied through programming that contributes to the sustained well-being of children, including registered children, and enables meaningful engagement with sponsors.

Working effectively with communities and partners

6. World Vision's preferred local role is to serve as a catalyst and builder of the capacity of local partners and partnerships for child well-being. In areas where children face critical well-being needs demanding immediate action, WV works with local authorities to plan its direct operational role in addressing these issues while strengthening the capacity of partners to assume the role over time.
7. Programme staff support communities and local partners in advocacy with government and other authorities.

Equipping local level staff

8. Key programme staff are committed to incarnational living among the people they serve.
9. Programme staff have the core competencies required to fulfil their roles.
10. Programme staff have access to the technical resources and support they need.
11. Programme staff engage in regular, intentional reflection and learning that leads to improved practice.

Basic programme parameters

12. The geographic size of the programme is manageable and corresponds to existing local government boundaries.
13. Adequate resources are available to achieve the programme outcomes and meet organisational requirements.

¹⁹⁰ World Vision International (2011) The Handbook for Development Programmes: The Essentials, World Vision International, California, USA

ANNEXURE 6

WEIGHTED SCORING MODEL

Weighted Scoring Model: Youth Pathways					
Selection Criteria	Level of Importance	Scores for 'Youth Economic Engagement' Approaches			
		Youth Workforce Development Project Model	Team Sports Partnership Model for Youth Employability	Youth Entrepreneurship Model	Job Placement and Job Counselling Services Model
Working with Communities and Partners:					
The delivering organisation's role is as a catalyst and facilitator and does not attempt to replace or distort markets	Significant	5	5	4	5
Market-driven and working through market mechanisms	Critical	7	7	4	7
Replicable	Critical	7	5	6	6
Basic Programme Parameters:					
The geographic size of the programme is manageable	Moderate	3	3	2	5
Adequate resources are available to achieve the programme outcomes and meet organisational requirements.	Critical	5	5	5	5
Cost-effective	Moderate	3	3	2	5
Return on investment	Significant	5	5	3	3
The project can be sustainable and wouldn't be dependent on WV assistance long term	Significant	4	4	3	6
Contributing towards child (and youth) wellbeing:					
Scalable (because we can't impact child wellbeing if it is a very micro level impact)	Significant	5	5	3	6
Adaptable to urban, peri-urban, rural contexts	Significant	4	4	5	5
Accessible by the most vulnerable and disadvantaged youth	Critical	7	5	5	4
Positive long-term impact on youth	Critical	6	5	4	4
The programme vision and priorities are developed with and owned by the community and local partners	Critical	6	6	5	4
Equipping local level staff:					
Local level programme staff would be able to utilise the approach. ie: it is feasible for a local WV staff, with training, to gain the core competencies	Significant	3	4	4	4
TOTAL		70	66	55	69
Scoring Matrix					
Likelihood of meeting criteria	Importance of the criteria				
		Negligible	Moderate	Significant	Critical
	Low	1	2	3	4
	Medium	1	3	4	5
	High	2	4	5	6
	Very High	2	5	6	7

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

January 2013