Collaborating with **Young People** in Rural Mountain Areas

A Dynamic Reference Guide on Youth Employment

Aga Khan Foundation

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We hope that as a dynamic document, this reference guide will evolve over time and include emerging lessons from youth programming in Pakistan and beyond.

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Introduction

"The proportion of working age population is increasing and offering a window of opportunity to turn this demographic transition into a "demographic dividend". This "demographic dividend" provides a great opportunity to steer the energies of youth for Pakistan's economic growth and well-being."

-Pakistan's National Youth Policy (2008)

Overview

The purpose of this reference guide is to strengthen the technical and operational capacity of Aga Khan Development Network partners and other stakeholders involved in the Enhancing Employability and Leadership for Youth (EELY) programme in northern Pakistan.

This guide attempts to steer programme developers and practitioners through the daunting amount of youth-focused literature by identifying lessons learned from key references and credible sources. All lessons and case studies were selected based on their relevance to northern Pakistan and the EELY programme. Using the reference guide, readers will hopefully learn from existing projects; however, these case studies serve mainly as useful points of reference and are not considered general models for replication. More specifically, some case study examples may not align to the market development principles of the AKDN, where a facilitation approach and sustainable provision of services are at the forefront of programme planning.

The reference guide focuses on presenting key lessons learned from youth employment programs in two sections: i) cross cutting information gathering and ii) intervention areas following a framework developed by the International Labour Organization (ILO) around the ILO Youth Employment Network's four priority areas for intervention, referred to as the "4 Es." These four priorities are:

- **Employability**
- **Equal Opportunities**,
- **Entrepreneurship,** and
- **Employment creation**.

This reference guide is a dynamic document in that it will evolve over time by continuing to include emerging lessons from youth programming in Pakistan and beyond.

Preface

Many young Pakistanis are frustrated by their current employment situation. Particularly in northern Pakistan, young people have very limited access to market-relevant skills training and enterprise development services. Unemployment in the northern Pakistan region of Gilgit-Baltistan and Chitral (GBC) stands at 8% with regional variations up to 20%. However, the rate of unemployment is even higher among the region's youth population – defined nationally as those between the ages of 15 and 29. Less than 50% of GBC's youth participate in the labour market at any given time with rates highly skewed along gender lines. These statistics are most troubling for the area when juxtaposed with recent global studies that show a significant correlation between large pools of unemployed young people and political instability and violence. This body of research shows a relationship developing between young people, unemployment and societal conflict across the globe.

Fortunately, new opportunities for young people are emerging in Pakistan. In northern Pakistan, access to domestic and regional markets for high value horticultural and forestry products is increasing. The on-going expansion of the Karakorum Highway and planned government investments in large-scale energy and transit projects, including two mega dams in the area, will create thousands of direct jobs and many more in secondary industries. Also, local community organizations and enterprises are beginning to realize the need for transitional leadership and youth-relevant programming.

Amid economic, social and political changes, strategies to engage unemployed and under-employed youth in markets and local governance will be important contributors to both prosperity and stability in the region. The Aga Khan Development Network sees youth participation and employment as central to its mandate of supporting the quality of life for communities in Pakistan.

The EELY Programme

Enhancing Employability and Leadership for Youth (EELY) – an initiative of the Aga Khan Rural Support Programme (AKRSP) – recognizes that youth have a critical role to play in determining the future of Gilgit-Baltistan and Chitral (GBC), a remote but strategically important region of Pakistan and Central Asia. To ensure that GBC benefits from Pakistan's "demographic dividend" – and can respond effectively to emerging social, economic and political trends – integrating young leaders into development programmes and decision-making is essential.

AKRSP's youth development approach addresses two key challenges for youth in the region: employability and civic leadership. By focusing on these areas, AKRSP anticipates that young people will increase their positive prospects, sense of equality, and ultimately their engagement and productivity as members of society in GBC.

The employability component for youth seeks to enhance their professional and technical skills as well as support youth-centric enterprise development. The civic leadership component for youth aims to enhance their participation in community and civic life, while building the capacity of local institutions to support an enabling environment for youth leadership development. It will promote the civic participation of youth as decision-makers and promote youth-inclusive policies for development. Providing space for employable youth and youth leaders to become active in civic and economic life is expected to create a shift in prevailing attitudes and behaviours; a necessary prerequisite for the empowerment and professional development of young people in the region. Gender equality and environmental protection are also central to AKRSP's approach. Thus, within its programming, AKRSP addresses the diversity of male and female youth, as well as promoting youth engagement in 'green' enterprises, disaster risk reduction and sustainable agriculture programmes.

ILO Framework: Links to EELY Programme

This reference guide presents lessons learned from key youth employment intervention areas following a framework developed by the International Labour Organization's Youth Employment Network (YEN). YEN's four priority areas for intervention, referred to as the 4 Es, are: i) Employability, ii) Equal opportunities, iii) Entrepreneurship and iv) Employment creation.

The ILO framework offers a useful model for the EELY programme. While the language differs from one to the other, the concepts are similar, and situate EELY's youth employment approach within an internationally recognized and accepted framework. The chart below illustrates the similarities between the two models.

ILO YEN Framework: Links to EELY Programme

The Purpose of this Reference Guide

The purpose of the reference guide is to strengthen the technical and operational capacity of Aga Khan Development Network partners and other stakeholders involved in the Enhancing Employability and Leadership for Youth (EELY) programme in northern Pakistan. The reference guide focuses on presenting the lessons learned from key youth employment intervention areas following a framework developed by the International Labour Organization (ILO) around the ILO Youth Employment Network's four priority areas for intervention referred to as the 4 Es, which are:
i) Employability, ii) Equal opportunities,
iii) Entrepreneurship, and iv) Employment creation.

This reference guide attempts to steer programme developers and practitioners through the daunting amount of youth-focused literature by identifying lessons learned from key references and credible sources. All lessons and case studies were selected based on their relevance to northern Pakistan and the EELY programme. Using the reference guide, readers will hopefully learn from existing projects; however, these case studies serve mainly as useful points of reference and are not considered general models for replication. More specifically, some case study examples may not align to the market development principles of the AKDN, where a facilitation approach and sustainable provision of services are at the forefront of programme planning.

The Reference Guide:

- Defines key terms in employment, capacity building for employment, business literacy and market development programming for young people;
- Examines unique characteristics of young people as a target group for consideration when designing programmes;
- Presents key lessons learned by youth employment programs in two sections:
  i) cross cutting information gathering and
  ii) intervention areas following the **ILO 4 E** framework mentioned above. Both sections identify key issues and recommend good practices and case studies relevant to northern Pakistan and isolated mountain societies; and
- Identifies relevant resources, including literature and toolkits for practitioners.

Key Terms & Definitions

Section

1

Key Terms & Definitions

There is variation across literature when defining the terminology relating to employment as well as to youth. The following definitions have been drawn and integrated from key literature.

Young People

Young People

This term is sometimes used interchangeably with "youth" by UN bodies and The World Bank.[1] However, there are examples where "young people" can refer to those who fall below the youth age range and are children.[2]

Youth

The Government of Pakistan officially defines youth as those members of the general population who are between 15 and 29 years of age.[3] While the UN and World Bank[4] define youth as those aged 15 to 24 years inclusively, UNESCO recognizes that "young people are a heterogeneous group in constant evolution and that the experience of 'being young' varies enormously across regions and within countries."[5] As a result of these variances in identification, it is generally understood that youth is a life cycle stage that precedes the start of adult life,[6] or what the 2003 U.N. World Youth Report refers to as a transition from a "time of dependence (childhood) to independence (adulthood)."[7]

Working-aged Children and Youth

This phrase refers to those within a subset of the youth cohort considered to be of working age, typically commencing at the minimum ages set by national laws.[8]

Child-headed Households

These are households where all the members are under the age of 18 and there are no resident adults.[9]

Youth-headed Households

Such households are run by youth (as defined above).[10] In Pakistan, many young people are considered the head-of-household because the average marriage age falls directly within the defined range of youth. This role impacts young people's immediate needs, time availability, and employment options.[11]

Employment

The following employment-related definitions are drawn predominantly from the International Labour Organization (ILO) as well as from the Population Reference Bureau, the Organization for Economic Co-operation and Development (OECD), and the Federal Bureau of Statistics in Pakistan.

Employed

Those said to be employed work for pay, profit or family gain for at least one hour in the reference week. The employed also include people who are temporarily absent from their jobs.[12] Employment includes both wage employment activities as well as self-employment.[13]

Unemployed

Unemployed persons are those who are without work but are seeking employment. According to the ILO, they must meet three criteria in order to be considered unemployed: 'without work'; 'currently available for work'; and 'seeking work' during the reference period.[14]

Under-employment

This situation exists when a person's employment is inadequate in relation to specific norms or alternative employment. The concept, therefore, reflects underutilization of the labour force and has been broadly interpreted to imply any sort of employment that is inadequate from the point of view of the worker. Under-employment can stem from insufficiency in terms of hours, compensation, or use of one's skills.[15]

Over-employment

A condition of over-employment occurs when a person's actual hours worked exceed the desired hours of work. In order to be deemed over-employed, a respondent should have expressed a willingness to decrease working hours even if it means less income. [16]

Inactive

Those who are not employed (working) or unemployed (seeking work) are considered economically inactive; they may include students at educational institutions, discouraged workers, retired persons, and those that have family obligations to fulfill.[17]

Earners

According to the Federal Bureau of Statistics in Pakistan, earners are all those aged 10 years and above who provide the household with material return, in cash or in kind.[18]

Unpaid Family Helpers

The Federal Bureau of Statistics in Pakistan considers these individuals to be family members who work for a family business but are not paid. They contribute to an increase in family or household income levels, and are therefore categorized as 'employed'.[19]

Informal Employment

The concept is debated and difficult to capture. Yet, according to the 15th International Conference of Labour Statisticians, it refers to jobs held in what constitutes an informal sector enterprise, regardless of employment status. ICLS recommends including in this category employers or employees working for informal enterprises (without registration or licensing and not paying taxes), family workers, members of informal producer cooperatives, those in informal jobs (not subject to taxes, social protection or entitlement to benefits) and own-account workers engaged in producing goods for final use by the household.[20]

Formal Employment

Employment is considered to be formal if there is a contractual relationship between the employer and the employee, and the relationship recognizes "standard labour legislation, taxation, social protection or entitlement to certain employment benefits."[21]

Wage Employed

People are deemed wage-employed when they earn a wage paid to them by an employer in the formal or informal market.[22]

Self-employed

Such individuals are independent workers, meaning people who employ themselves and operate and own their own enterprise.

Enterprise

Enterprises are units that produce goods and/or services for sale. Enterprises are extremely diverse: they can exist in either the formal or informal sector. They can be run by those who are self-employed, those who operate independently or with hired labour, or those who do not have a fixed location for operations (e.g. taxi drivers).[23]

Micro, Small and Medium-sized Enterprises

Size definitions for each category of enterprise can vary widely. According to the Small and Medium Enterprise Development Authority of Pakistan, a micro-enterprise employs fewer than 10 people or has assets up to 2 million Pakistani Rupees (PKR), a small enterprise has between 10 and 35 employees or assets between 2 and 20 million PKR, and a medium enterprise has between 36 and 99 employees or assets between 20 and 40 million PKR.[24] Typically, a micro-enterprise is considered to be a small-scale producer such as an artisan, smallholder farmer, shop owner or petty trader.

Income-generating Activity (IGA)

IGAs are formal or informal activities that have an economic impact on the lives of people undertaking the activity.[25] The term IGA is commonly used in the context of a livelihoods approach where diverse activities are analyzed, with some identified as subsistence activities, and others for their potential to generate income for the household.

Capacity-Building for Employment

Skills Development

Skills development refers to the transfer and acquisition of knowledge and skills for the world of work – the practical competencies, knowledge, know-how and attitudes and behaviours necessary to perform a trade or occupation in the labour market.[26]

Technical and Vocational Education & Training (TVET)

TVET is training to deliver the skills, knowledge and attitudes/behaviours required to prepare learners for employment in manual income-generating activities, traditionally related to a specific trade, occupation or vocation.[27]

Non-formal Education

This type of education is any intentional and systematic educational enterprise that occurs outside of the conventional, “formal” school setting, in which content is adapted to the particular abilities and needs of the students, whether cognitive or vocational in nature.[28]

Workforce Development

The term refers to the delivery by the public, private or civil society sectors to assist people in acquiring the skills, knowledge and behaviours necessary to identify, secure and participate productively in livelihood opportunities, for personal and broader economic development.[29]

Life Skills

These include the wide range of personal, psychosocial and interpersonal competencies which can help people make informed decisions, communicate effectively, and develop coping and self-management skills that lead them into a healthy and productive life.[30]

Career Guidance and Employment Services

Such services are intended to assist individuals to make educational, training and occupational choices and manage their careers in ways that reflect most closely their particular aspirations and aptitudes. Services may include career information provision, assessment or self-assessment tools, counselling interviews, career education programmes and work search programmes.[31]

Basic Education

According to UNESCO, basic education covers fundamental, elementary and primary/secondary instruction and learning occurring in both formal and informal settings. Basic education often includes education for youth or adults who did not have the possibility to receive basic education at the appropriate age, such as through adult literacy programmes.[32]

Core Work Competencies

Core work competencies are those necessary for employment beyond technical skills such as communication, problem-solving and teamwork.[33] These comprise a sub-set of "life skills."

Tracer Studies

A tracer study is an impact assessment tool where the impact on target groups is traced back to specific elements of a project or programme so that effective and ineffective project components may be identified.

Skills Forecasting

Such forecasting involves analyzing trends in the market and assessing future workforce skills, knowledge, attitudes and other needs. This can involve informal and formal techniques such as dialogues with local stakeholders and quantitative data analysis.[34]

Business Literacy

Financial Literacy

This is the ability to make informed judgments and take effective decisions regarding the use, management and generation of money.[35]

Market Literacy

A relatively new term, market literacy describes the ability to understand how the market operates (its processes, institutions, competencies and relationships).[36]

Market and Value Chain Development

Market Assessment

An assessment of a market system includes analyzing the market's actors, relationships among them, enabling environment, socio-cultural context, environmental considerations and other resources and services, including finance.

Labour Market Assessment

A labour market assessment recommends practices and policies to ensure inclusive, labour-absorbing and efficient workforce development patterns and provides a comparison between the demand and supply of labour in selected economic growth sectors.[37]

Value Chain Analysis

Value chain analysis is a type of market assessment that targets a specific interlinked process or chain within a sub-sector and involves analyses of the constraints in the chain and the potential solutions that will lead to improved functioning and increased competitiveness.

Business Development Services

These services support the development of businesses, including microenterprises, such as bookkeeping, marketing, negotiation support and management training.

Support Products and Services

These services and products comprise those external inputs required to operate a business. They include a wide range of offerings, such as packaging, transportation, equipment, finance, provision of inputs, quality control and specific skills development services.

Constraints of Youth in Employment Programming

Section

2

Constraints of Youth in Employment Programming

Youth, like adults, can face a host of barriers in preparing for employment, accessing jobs and finance, and successfully participating in and progressing through gainful employment. The following constraints have been identified as those of particular relevance to youth, making this group a unique target population for programme design and implementation strategies.

Potential for Labour Exploitation

In many cases young people who are actually employed are particularly prone to exploitative work environments. Since they have less experience in the labour force, less bargaining power and less developed negotiation skills, the result can be child labour[38] or unsafe and/or unhealthy working conditions as well as exceedingly low remuneration.

Vulnerable to Un(der)employment

According to the 2005 International Labour Conference *Pathways to Decent Work Report*, young people are especially vulnerable to un(der)employment because they often lack appropriate skills and knowledge as well as work experience as first-time job seekers, making them less attractive to employers. There is also often a gap between youth aspirations regarding work and life realities as well as a limited ability by youth to have both a voice and access to financial and social networks.[39]

Social Pressure and Antisocial Behaviours

Youth in general, and unemployed youth specifically, face myriad social pressures to take part in high risk behaviours, such as those related to drugs and sex, that can negatively affect their employment potential and stability. For example, the UN notes that young people not attending school, living on the street and outside the reach of mainstream services are more likely to abuse illicit substances than are employed young people.[40]

Lack of Voice — Cultural Norms

In Pakistan as in many other countries, youth do not have a strong voice in decision-making, for themselves or their community. Community elders and families members commonly play a significant role in influencing young people's decisions, which can sometimes lead to mismatches in interests, conflict in families, and the disenfranchisement of youth.

Challenges Balancing Commitments

Young people often have many competing responsibilities, particularly related to education, family and income-earning commitments. Young people are more vulnerable than adults to mismanaging these commitments because they have less experience prioritizing and feel more vulnerable to external social, cultural and economic expectations and pressures, and many times formal education will be the last priority.

Limited Assets

Youth are typically less likely than adults to have assets – especially financial, but also social – to invest in opportunities. For example, in the financial realm, research has found that youth need safer places to save due to the appropriation of assets ("asset stripping") by older guardians or other adults within their community. Young people are also constrained by financial illiteracy and the unwillingness of financial institutions to lend to youth start-up enterprises.[41] Youth are also unlikely to own land and significant equipment that would enable them to undertake more lucrative employment or to mobilize resources to launch an enterprise.

Inexperience and Limited Networks

A lack of significant work experience and limited social networks constrain the ability of youth to access suitable employment opportunities and develop their own enterprises. This is exacerbated by the perception of some employers that youth are uninterested in the types of entry-level employment for which their experience and skills best prepare them.[42]

Lessons Learned and Case Studies

Section

3

A. Identifying Needs – Information Gathering

Designing and implementing a youth employment programme requires in-depth understanding of the target group. Many programmes do not spend adequate time or resources to work effectively with youth to understand the wide diversity of young people that make up the youth target group. As well, they do not tend to engage youth sufficiently as advocates and actors on their own behalf to influence the design, implementation and assessment of youth-focused interventions or policies.

The wide diversity of young people that make up a youth target group means that projects must effectively account for a range of competencies and workforce requirements, which demands assessments using a variety of tools. Data collection here applies both to pre-project and post-intervention assessments monitoring and evaluating youth projects.

For Youth by Youth

Young people are often entirely excluded from the assessment, design and implementation of programmes for which they are the intended beneficiaries and, even, often the necessary actors. This lack of representation can lead to decisive misinterpretations and/or complete inattention to their realities, needs, perspectives, expectations, and most promising options for change and solutions.

Lesson Learned

☑ **Include young people in research, data collection for design and implementation, monitoring and evaluation (M&E) as well as actors, trainers and/or leaders of project activities. Young people often offer valuable insights, design considerations and act as role models in ways that would otherwise not be considered.**

Case Studies

USAID's Youth Education Development Initiative (YEDI) in Morocco, implemented by the Academy for Educational Development (AED) and AMSED (Moroccan Association for Solidarity and Development), undertook an extensive youth mapping exercise, employing youth enumerators from local youth associations to gather data on the status, knowledge and behaviours of over 4,000 youth related to education, employment, local institutions and leisure.

In terms of youth as actors in programme implementation, USAID's Bangladesh Youth Employment Pilot (BYEP), implemented by Educational Development Center (EDC) and EcoVentures International (EVI), focused on opportunities for young people in the shrimp industry. EVI integrated young people into programme implementation by (i) preparing young people as peer-to-peer mentors to other young people and (ii) grooming older youth to become trainers for the programme.

Expert Participation in Market Assessments

It is critical to include youth participation in assessments, but also to include experts in the process as well. Many programme managers and implementers are not technical experts in specific areas and need assistance to analyze markets and opportunities.

Lesson Learned

☑ **Ensure that market assessments are guided by technical professionals, but bring in youth and other programme staff to participate and contribute during the decision-making and design process as well as during implementation.**

Case Study

USAID's Skills Training for Afghan Youth (STAY) project, implemented by the EDC and EcoVentures International (EVI) in eastern and southern Afghanistan, undertook an in-depth local youth labour market assessment. EVI integrated perspectives of young people into the design of the project by running focus groups with young people to determine (i) perceived and real barriers to employment options, (ii) young people's interest in various options, and (iii) existing relationships with different market actors and support structures. However, the assessment teams were led by technical professionals.

Data Disaggregation by Diverse Youth Populations

Most data on youth is limited to data disaggregation by age, which is not sufficient to understand the entire picture.

Lesson Learned

☑ **Be aware of differences within youth populations so as to design tools and collect data that can capture the diversity of information needed. This may include separate interviews, questions that draw out perceived differences (employer preferences for certain types of youth), follow-up interviews, and the grouping of research findings into unique youth segments including, but limited to those based on age, life cycle, gender, out-of-school status, and disability.[43] The International Rescue Committee (IRC) conducted a separate assessment for female youth in Liberia in recognition that they may face separate constraints that deserve unique assessments.[44]**

Labour Market Assessments

Standard labour market assessments many times do not account for the transition from school to work and the effectiveness of this transition, which is now recognized by many countries and the ILO as a priority policy agenda for youth employment.

Lesson Learned

☑ **Collect data that extends beyond the scope of standard labour force surveys to both deepen and widen the understanding about youth during their transition from school to work.**

Case Study

The ILO has developed the *School-to-Work Transition Survey (SWTS):* A *Methodological Guide* that generates a large pool of data on young people's transition from school to work as well as the enterprises and employers that could absorb youth as employers. Particularly helpful in the survey is i) the development of indicators that define the stages and quality of transition, and ii) the application of "decent work" as a concept to be integrated into the analytical framework of labour assessments. The survey results are used to estimate i) the number of young people completing their transition to 'decent work', ii) those who remain in transition – unemployed or employed in a non-decent job, and iii) the number of young people who have not made the transition either because they remain in school or outside of the labour market without plans to work in the future.[45]

Skills Development Assessments

Monitoring and evaluation systems for skills development programmes often track the number of training programmes or modules delivered or the number of internships that young people enter into after or during a programme. However, these measurements present limited information about the actual nature and results of a skills development programme.

Lessons Learned

☑ **Track young people's engagement in opportunities that relate directly to programme goals such as the number of actual employment opportunities and total wages or income earned.**

☑ **Track performance of graduates and use of skills after training. This allows adjustments to be made to programme design based on graduate feedback and also allows for better impact assessment of skills interventions.[46]**

Case Study

Graduate Destination Surveys[47] are used to track the graduates of programmes to see (i) the type and (ii) duration of employment and self-employment options that are undertaken after exiting the programme.

ILO YEN Framework

As mentioned, the reference guide focuses on presenting the lessons learned from key youth employment intervention areas following a framework developed by the International Labour Organization's Youth Employment Network's four priority areas for intervention referred to as the 4 Es. The ILO YEN initiative defines the intervention areas as:

- **Employability**: invest in education and vocational training for young people, and improve the impact of those investments;
- **Equal opportunities**: give all young people the same opportunities;
- **Entrepreneurship**: make it easier to start and run enterprises to provide more and better jobs for young women and men;
- **Employment creation**: place employment creation at the centre of macroeconomic policy.

ILO's Youth Employment Network (YEN) 4Es:

B. Intervention Areas

The following section provides a discussion on good practices and lessons learned in employment programming organized around the ILO Youth Employment Network (YEN's) four priority areas for intervention. The ILO Secretary General's High-level Panel suggests that governments and programmes should structure their action plans within a framework using the four global priorities including employability, equal opportunities, entrepreneurship and employment creation.

1) Employability

Improving the quality, relevance and accessibility of education and training systems increases their impact on youth employment outcomes.

Demand Responsiveness— Matching Skills Training to Supply and Demand

Many vocational training programmes are not aligned with job and income generating opportunities in the local market, transmitting knowledge and skills that are either exceedingly general, out-dated or ill-adapted to the very precise needs of the particular jobs for which trainees are being prepared. This is typically criticized as 'supply oriented' training, meaning that training institutions produce the same types of graduates every year without taking into account changes in the market. [48]

Lessons Learned

- ☑ **Begin by conducting labour market assessments to obtain insightful information. These should include surveys of i) school to work transitions, ii) potential employers, entrepreneurs (formal and informal), managers, technicians, labour market analysts (government, universities, etc.) and other experts, and iii) focus assessments around areas/sectors for greatest employment prospects (e.g. where investment is happening), as well as on the specific skills, techniques, behaviours and attitudes or 'competencies' required for these sectors and specific jobs.**

- ☑ **To properly react to market assessments and changes, programmes should strive to adopt training that is flexible. This can be developed by i) shortening the overall duration of the training, perhaps organized as successive modules and separated over time, (ii) shortening the period of training (number of hours) in a day, allowing youth to continue to earn income and receive training, iii) arranging for apprentice programmes to be built into training (with formal sector and, even, informal sector employers), and iv) developing feedback mechanisms such as regular graduate destination surveys to identify demand or saturation.[49]**

Typical Characteristics of Supply and Demand Oriented Training Services

Area	Supply-Oriented	Demand-Oriented
Market Feedback	Indifferent to the market	Relies on market feedback, e.g., tracer studies
Governance	Bureaucratic, government dominated	Participation by end users—employers
Management of Institutions	Little, if any, accountability for results	Substantial accountability for results
Training Program	Same year to year	Vary by market demand
Instructors	Full-time, often civil service tenure or long-term contracts, low turnover: spend time exclusively in the training institution	Short-term contracts, use of part-time staff, sometimes rapid turnover: visit enterprises to learn skill requirements
Trainees	Trained in the institution only	Work practice, internships in industry
Facilities and Equipment	Fixed	Adaptable, possibly rented

Source: Practice in Technical and Vocational Education and Training. Asian Development Bank. 2009.

Employer — Provider Partnerships

In a market economy, employer – skills provider partnerships can be established across different sectors between private, public and civil society actors. Without partnerships with employers, skills providers are typically 'supply' driven and unable to stay informed as the market changes.

Lessons Learned

- ☑ **Cultivate formal strategic relationships between training centres, and programmes and employers from selected sectors, engaging them in a full range of decisions concerning training. In certain contexts this can take the form of an advisory council or technical network.**

- ☑ **Foster partnerships with employers, as recommended by the ILO, by (i) sponsoring, running or judging youth enterprise competitions, (ii) providing mentoring and advisory services, (iii) providing work experience and on-the-job training opportunities, (iv) doing business with young entrepreneurs, and (v) encouraging representative organizations to advocate on the needs of young women and young men entrepreneurs.[50]**

Workforce or on-the-job Training

Many times, skills training is only considered part of formal schooling or outside of workplace education. This narrow view ignores the possibilities of working closely with employers in the private, public and civil society sectors to provide on the job training within the workplace.

Lessons Learned

- ☑ **Develop partnerships along with proper incentives for employers to spend scarce resources on training. Employers know their markets best, but training may not be at the top of the list in terms of priorities. Employers need to understand that when an enterprise scales up, human capital, including the skill development of its staff, becomes of paramount importance.[51] Employers could include the private sector, trade groups and government.[52]**

- ☑ **Integrate practical on-the-job training into the overall programme, whether in a formal or non-formal programme. Notably, the ILO cites skills training as commonly taking the form of on-the-job training itself. The programme can take advantage of on-the-job training and link it with skills training and vice versa. An example is how the LEARN Foundation in Bangladesh recruits young people from minority communities and provides on-the-job training skills in Information and Communications Technology plus entrepreneurship.[53]**

Integrate Entrepreneurship into Vocational Training and Mainstream Education

Vocational training focuses on technical skills and frequently lacks promotion of entrepreneurial thinking and skills building. This gap can be most significant in many remote areas where independent employment may be young people's only true income generating option.

Lesson Learned

☑ **Integrate entrepreneurship into mainstream education and vocational training services.[54] As recommended by the ILO, examine the education system to see to what extent it promotes entrepreneurship and self-employment as viable and rewarding career options. For example, do the examples of work situations in textbooks reflect entrepreneurship and self-employment pursuits? Is entrepreneurship education integrated into the mainstream academic and vocational curricula, e.g. ILO's Know About Business Handbook? Are there links to, or provisions for, follow-up business start-up training and support to graduates who want to start their own business, e.g. ILO's Start and Improve Your Business (SIYB) and Improve Your Business (IYB) programmes?[55, 56, 57]**

Dynamic Enterprise Education

Making Cents International states that its goal is not to transform all youth into entrepreneurs, but rather to expose youth to the positive attributes and skills in entrepreneurship.[58] Programmes often focus on either formal or informal enterprise training and ignore the links between these two areas. Moreover, frequently programmes ignore promoting entrepreneurial mindsets or culture alongside training, which is considered one of the most underdeveloped and strategic areas of enterprise development.[59]

Lessons Learned

☑ **Partnerships between in-school curricula and extra-curricular activities can assist the formal education system to become more flexible and sensitive to change. Non-formal education and training can be adapted to suit more vulnerable or at-risk youth. The Kauffman Foundation promotes 'messy' entrepreneurship education in a non-classroom setting. Its research indicates that rigid frameworks do not lead to innovations or entrepreneurial idea generation.[60] Linking a programme such as that of the Kauffman Foundation[61] to formal education would be ideal.**

Lessons Learned

☑ **ILO recommends that entrepreneurship skills should be embedded across mainstream educational curricula for all ages along with life skills.[62] The ILO provides examples of programmes that should complement enterprise education through promoting entrepreneurial culture. These include (i) understanding and teaching cultural influences, (ii) sponsoring, running or judging youth enterprise competitions and awards, awareness campaigns, media coverage and business events, (iii) encouraging school based businesses and competitions, and (iv) promoting the development of local role models.[63, 64]**

Multiple Employability Pathways and Career Guidance

Young people are often expected to pre-select an employability pathway as they enter into a programme. Commonly, youth choose to enter into separate programmes related to (i) wage employment, (ii) entrepreneurship, or (iii) additional education pathways and are supported in only one area. However, young people are often not in a position to know which programme suits them best until they begin. In reality, these pathways to employment do not operate exclusively and are undertaken concurrently.

Lessons Learned

☑ **Expose young people to multiple employability pathways within one programme. Programmes could accomplish this by building in complementary career orientation and guidance services. If programmes are not able to provide these services directly, programmes should link participants to available services, which can also be through non-formal (civil society) providers. Ideally these services are offered to youth while they are still in school.**

☑ **Programs should also assist youth in discovering their own aptitudes and aspirations. Programmes can do this by working with youth to identify interests and alerting them to potential opportunities to participate in a vocation as a technical actor or entrepreneur.**

Case Study

USAID's Youth Education Development Initiative (YEDI) in Morocco, implemented by AED and AMSED, developed middle school entrepreneurial spirit within a career orientation function of its programme. Similarly in its agricultural training programmes, youth were alerted about wage employment opportunities and also introduced to entrepreneurship as another professional option.

Complementary Training in Basic Education and Literacy

Young people often do not have adequate basic education or literacy skills to succeed in skills or enterprise development programmes, particularly those who are school drop-outs and at-risk.

Lesson Learned

☑ **Make available additional basic education and literacy support services alongside or prior to vocational training programmes as needed. Citing basic education and literacy as challenges facing youth employment, the Pakistan Youth Policy (2008) highlights the need to "facilitate education and youth literacy programmes for those who have missed childhood education".[65, 66]**

Case Study

USAID's Afghan Secures Future (ASF) project[67] implemented by Mennonite Economic Development Associates (MEDA)[68] in Kabul, Afghanistan included a basic education and literacy component as part of its construction sector employment development programme for young people. This resulted in (i) support to out-of-school young people and (ii) the opportunity for young people who are in school to receive additional education support after school hours as needed in case they are also employed.

Core Skills and 'Learning While Earning'

Many times well-intentioned programmes create 'perverse incentives' for young people to leave school in order to gain immediate income. Enterprise programmes also tend to ignore linking youth to complementary life skills programmes such as activities that support their financial literacy, communication skills and confidence, which can be vital to their success.

Lessons Learned

☑ **Promote youth furthering their education and becoming involved in complementary core skills training or activities. Research indicates that youth will often pursue opportunities for "learning while earning."[69] Building flexible programmes that are compatible with core skills and education development can support the capacity of youth to continue investing in personal upgrading opportunities as well as ensure further success in their occupational ventures.[70]**

☑ **Integrate additional core skills sessions within vocational and/or entrepreneurial training programmes.**

Apprenticeship Programmes

Apprenticeship programmes can be cultivated to raise the quality of training. In many countries apprenticeships are the largest providers of training and serve as a key economic safety net. However, a lack of overall programme supervision or guidelines has the potential to inadvertently promote exploitation of cheap labour, gender bias and poor quality training – which can lead to incomplete skills acquisition, lack of recognized learning or certification and many times leave without accessing employment opportunities.[71] Moreover, programmes often encourage businesses to hire young people as apprentices as a form of corporate social responsibility, rather than because it makes good business sense to the employer.

Lessons Learned

- ☑ **Develop apprenticeships with clear supervision and orientation as (i) a skills building training tool, (ii) a stepping stone to develop knowledge of a sector, and (iii) a way to build relationships with key actors in the sector.**
- ☑ **Support apprenticeship graduation to employment wherever necessary by promoting alliances between informal sector training and centre-based training, targeting informal sector owner/operators as trainees.**
- ☑ **Ensure that employers see the win-win business case of hiring young people as apprentices to increase the likelihood of quality training and future employment with that or another employer. Canadian International Development Agency (CIDA) recommends that apprenticeships in the informal sector should be linked with formal education where possible and that students be encouraged to remain in school.[72]**

Case Studies

- USAID's Afghan Secures Future (ASF) project implemented by MEDA in Kabul, Afghanistan focused on developing the construction sector in Afghanistan to strengthen the training and income generating opportunities for young male Afghans. The project team found that many young people do not use apprenticeships as a time-bound training opportunity, but rather as a long-term, low or unpaid employment option. Often these apprenticeships are with family members for a long period of time without options to advance to other employment opportunities.
- USAID's Eastern Caribbean Youth Microenterprise Project (ECYMP) implemented by Academy of Educational Development[73] and EcoVentures International (EVI) in six countries identified apprenticeship opportunities for young people as part of its skills training programme. The programme identified functions for the apprentices that would fill a gap in the company's operations. The programme used this model to illustrate to other local companies the value young people can add. This gave incentives to companies to focus the training during the apprenticeship on future employment.

2) Equal Opportunities

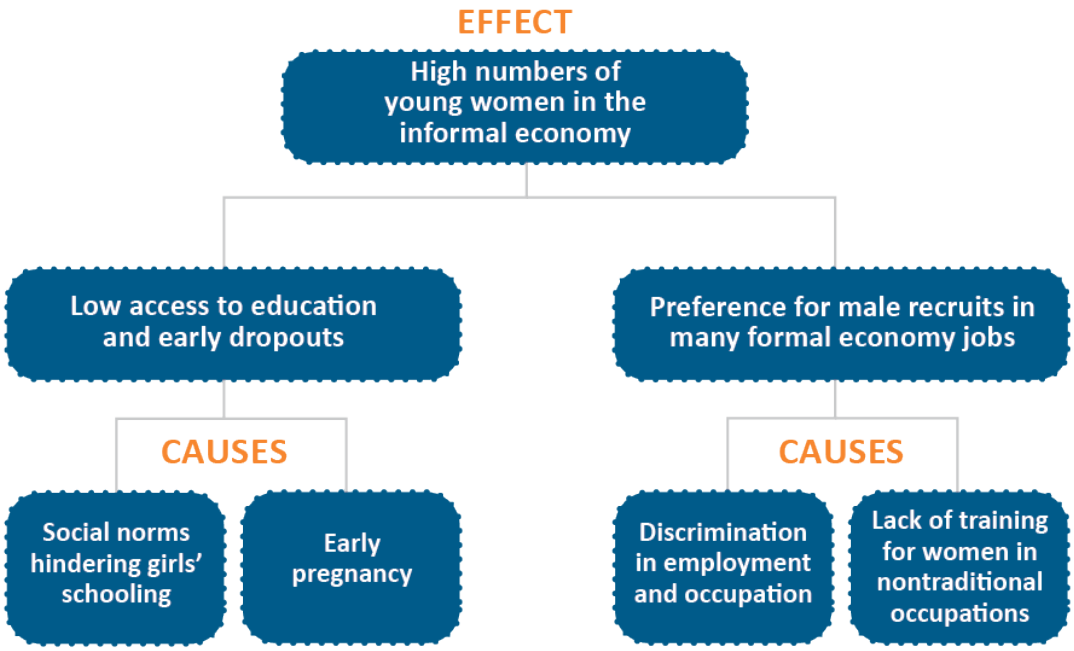
The particular dimensions of youth employment vary according to gender, age, ethnicity, educational level and training, family back-ground, health status, disability, geographic location and marital status amongst others. Youth within a group are not homogenous. Some are more vulnerable than others and face particular disadvantages when entering and remaining in the job market.[74, 75] The section below outlines cross-cutting equality challenges that are commonly faced and recommends practices.

Gender

Key differences between young women and men are often ignored when designing and implementing youth programmes. Young women have more difficulty than young men accessing work and/or employment programmes. Some common reasons include, but are not limited to:

- Labour market and sociocultural discrimination in employment and occupation
- Lack of training in non-traditional occupations
- Social norms that hinder girls' schooling and/or attention to literacy
- Early marriage and/or pregnancy

Example of cause-effect relationship (problem tree) of high numbers of young women in the informal economy



Source ILO, 2008. Guide for the Preparation of National Action Plans on Youth Employment, YEP (Geneva).

Although the employment barriers are typically greater for young women, young men also experience discrimination in the job market due to social norms. For example, young men are at a particularly high risk of being assigned the most dangerous and undesirable jobs, especially when other options are not present. Young men may also face challenges related to early marriage, whereby they are expected to become the head of household from a young age. This puts pressure on them to leave school and focus on income generation even if it is not opportune in the long run.[76]

Lesson Learned

☑ **Incorporate different strategies for young women and men; however, pay careful attention not to promote traditionally accepted occupational gender stereotypes. Instead focus on opening up opportunities to professions for both young women and men. Recommended strategies include:**

1. **Active advocacy – Actively advocate for gender sensitive labour market policies and programmes that facilitate young people's entry and re-entry into the labour market as well as promoting complementary women-specific initiatives such as provision of child care facilities in training facilities.**

2. **Gender mainstreaming – i) Increase gender awareness by integrating inclusive language into curricula, improving attitudes of trainees, instructors and administrators through gender training, ii) ensure beneficiaries understand what constitutes sexual harassment, raise awareness of it and create reporting and response mechanisms for stakeholders involved, and iii) develop and implement a system of regular data collection and reporting of information by gender in all programmes with a view to reducing traditional occupational segregation by gender.[77]**

3. **Competence –The decisions to recruit, train, and promote young women and men should be based on competence, behaviour and contribution and not on their gender whenever possible.**

4. **Rights – Young men and women deserve to better understand their work environments. Programmes should emphasize employment rights education including sexual and gender harassment laws and rights, combined with or connected to effective non-family run jobs and mediation services.[78]**

5. **Core Skills – Literacy, numeracy and core work skill levels may be lower for young women than men, depending on their access to schooling. It is important to ensure that core skills programmes are available, specifically targeting young women as needed. Included in these programmes should be training for workplace confidence and negotiation skills because research shows that young women are less confident to ask for additional money and training.[79]**

Lesson Learned

6. **<u>Gender Stereotyping</u> - All professions should be open to young women and men. This is not always possible in certain contexts. However, programmes should have focused strategies on breaking gender barriers and encouraging young men into traditional 'feminine' occupations if viable and vice versa. Training curricula should also be reviewed by a gender expert and panel prior to release.**

Case Study

The Botswana Training Authority, in collaboration with the Women's Affairs Department within the Ministry for Labour and Home Affairs, drafted a "National policy for mainstreaming gender into vocation training and work-based learning" in 2000 with the following objectives:

- Increase access of women into vocational educational and training and reduce their attrition once they begin the training.
- Increase gender awareness in vocational training institutions by integrating inclusive language into curricula, improving attitudes of trainees, instructors and administrators towards gender equity in vocational training and promoting gender training overcome gender stereotyping and prejudice.
- Articulate what constitutes sexual harassment, raise awareness of it and create strict reporting and response mechanisms.
- Develop and implement a system of regular data collection and reporting of information by gender in all vocational training institutions about the status and training needs of men and women with a view to reducing occupational segregation.[80]

Family Situation and Background

Equal access and ability to take advantage of available youth programmes varies based on different family situations and backgrounds. For example, youth in high migration areas such as northern Pakistan may be expected to spend more time taking care of younger siblings or older relatives. These added responsibilities may prevent certain youth from attending programmes. Family income or social status may also dictate a young person's ability to access programming.

Lesson Learned

☑ **In both cases above, it is recommended that youth assessments and monitoring not only focus on disaggregating data collection by age, but also by socio-economic and life cycle stages, and notable household dynamics to determine vulnerability and guide programming decisions.[81]**

Disabilities

In Pakistan, people with disabilities are mostly unseen and uncounted. They are extremely marginalized and face overwhelming barriers to education, skills development and social inclusion. Most services are offered to children and not youth or adults. The National Coordinating body in Pakistan for disabled persons is the National Council for Rehabilitation of Disabled Persons, established in 1981 under the Chairmanship of the Secretary of the Ministry of Social Welfare. However, there is no specific law protecting disabled people from discrimination. Therefore, there are no mechanisms to engage disabled persons in mainstream employment. This is of particular concern for young first-time job-seekers with disabilities.[82]

Lesson Learned

☑ **Inclusive programmes will attempt to bring youth with disabilities into existing programmes instead of developing separate programmes. This approach is supported by the UN Convention on the Rights of Persons with Disabilities and ILO standards.**

Case Study

Irish Aid's project called INCLUDE in South East Asia and East Africa supports the inclusion of people with disabilities into the labour market. Key elements of the programme include:

- Promoting the establishment and operation of a Disability Inclusion Support Service in participating countries to provide practical assistance in the development of policies, planning and implementation of activities at national level (and in some cases with regional outreach).
- Documentation of good practice in promoting the inclusion of women and men with disabilities in entrepreneurship development, vocational training, employment promotion policies and programmes.
- Preparation of practical guides and tools for disability inclusion.
- Disability audits of existing ILO tools in enterprise development, skills development and employment promotion.
- Completion of a guide to promote access of entrepreneurs with disabilities in microfinance.
- Strengthening the general technical capacity of the implementation agencies, including organizations of persons with disabilities.
- Documentation, monitoring, evaluation, and dissemination of the Disability Inclusion.

Geography

Marginalization and exclusion occur most significantly in remote and rural areas due to poor infrastructure, limited educational facilities, lack of qualified teachers and trainers, and higher transaction costs. The programmes tend to be looked after by the Ministry of Agriculture, instead of Education or Labour, which is often problematic for youth programmes because these programmes are less focused on linking participants to complementary services such as core skill development or literacy training and less able to alert participants to opportunities outside the agricultural sector.

Lessons Learned

- ☑ **It is recommended that youth assessments and monitoring not only focus on disaggregating data collection by age, but also incorporate information on regional distinctions.**
- ☑ **Successful programmes for youth located in highly remote and rural areas should:**
  - **Place higher importance on building local institutional capacity.**
  - **Recognize the need to support local knowledge systems.**[83]
  - **For non-formal programmes, adjust to the workdays of agricultural workers, be offered close to the homes of beneficiaries, and be linked to local businesses or apprentices.**
  - **Use local instructors who understand local context and language.**
  - **Link with already existing associations and organizations – farmer associations can be helpful to facilitate access in highly remote areas.**[84]
  - **Consider using mobile training services for remote areas.**[85]

Ethnicity

Northern Pakistan's population is linguistically and religiously diverse. It is possible that programming in certain locations may exclude minority youth if these factors are not carefully examined in initial programme design and incorporated into monitoring and evaluation systems. This also has implications for inter-ethnic tensions and conflict.

Lessons Learned

- ☑ **It is recommended that youth assessments and monitoring also incorporate measures taking into account ethnicity.**
- ☑ **Programmes should strategically promote the peaceful gathering of young people and communities through employment and employability activities, with a focus on facilitating communication and interexchange between different communities and ethnicities to help strengthen the peace and stability process.**[86]

Case Study

Jobs for Peace Programme - Youth Employment and Peace Building is a programme of the United Nations Peace Fund for Nepal (UNPFN) in cooperation with the ILO and Food and Agriculture Organization (FAO). The programme works with the Nepalese public and private sector, and civil society at the local level to implement an employment promotion and employability programme with a focus on promoting dialogue and mutual understanding. Notably, the focus on peace building is reflected in the programme's monitoring and success indicators.[87]

Parent-Caregiver Involvement

Programmes seldom connect with caregivers who are often the decision-makers restricting or allowing young people's participation. If caregivers are misinformed about programme objectives, they may not allow their child's involvement in training or work after the programme. This not only applies to dependent youth, but also older youth in societies with a strict hierarchy of decision-making and social norms.

Lesson Learned

☑ **Target messaging; educate and involve young people AND their caregivers about the credibility, trustworthiness and usefulness of their programme, realistic expectations of outcomes, and the behaviour change expected after completion of the programme.**

3) Entrepreneurship

This section focuses on lessons learned surrounding start up and existing enterprises as well as the development and/or strengthening of an enterprise culture.

Market-driven Approaches and Sectoral-focused Strategies

Enterprise programmes often promote enterprise development and start-ups without a specific focus on available market opportunities in specific growth sectors, and in particular with regard to youth, without a focus on youth-friendly opportunities. Further, even if programmes are conducting assessments, many programmes only examine existing options for upgrading and do not explore new opportunities or gaps in the market with growth potential.

Lessons Learned

- ☑ **Use market assessments to analyze gaps and new opportunities as well as upgrading strategies for existing industries and value chains.**
- ☑ **Identify sectors appropriate in terms of their interests, capabilities and opportunities.[88]**
- ☑ **Look for youth entry points. Rather than focus on a competitiveness strategy for an entire value chain, identify where youth can best enter promising value chains. This analysis is completed during the programme design stage of the value chain cycle.[89]**
- ☑ **Include youth in market analysis and value chain selection. The incorporation of youth as team members can add significant analytical value and perspective as well as helping to build their capacity and confidence. Practitioners should encourage youth to participate only when their contribution is needed to avoid wasting their time and curbing their enthusiasm. The Education Development Center's Haitian Out-of-School Youth Livelihood Initiative project, for instance, linked more capable and less capable youth to gather market information together, which promoted informal mentoring opportunities.[90]**

Case Studies

- USAID's Community Based Orphan Child Care, Protection and Empowerment (COPE) Project, implemented by Africare and the Emerging Markets Group in East Africa, organized caregivers and young people into producer groups and linked them directly to income-generating activities with growing value chains.[91]

- USAID's Prepara Ami ba Servisu (PAS) Programme in Timor Leste (East Timor), implemented by EDC and EcoVentures International (EVI), focuses on developing employability opportunities for young people in several key sectors. EVI developed several market simulation games as training tools for each target sector identified, allowing young people to simulate the business model in that sector, learn about the different actors and how to interact and negotiate with the different types of businesses.[92]

Effective enterprise and market development for youth are linked in part to the selection of value chains that are appropriate for youth interests, capacities and market opportunities. The USAID Microlinks Wiki on Youth and Value Chain Development recommends the selection criteria below:

Select value chains appropriate to youth	
Attainable capital & skill requirements	Youth are less likely to have the assets, experience or skills of adult populations. Therefore, value chains that require high capital investments or skill levels may not be appropriate.
Quick monetary impact	At-risk youth often need to see a fast return on their activities to remain engaged, in light of their financial obligations.
Matched to youth interests	Being sensitive to youth priorities is important, as youth are often unwilling to engage in sectors that they do not consider offering adequate long-term prospects.
Appropriate vis-a-vis family obligations and peer perceptions.	Youth are often particularly sensitive to the expectations and opinions of those they are close to, which can influence their selection of which value chains to engage in and in what capacity.
Acceptable for personal safety & health	At-risk youth tend to have the weakest ability to advocate for themselves, and thus may need to accept work in very unsafe conditions and be assigned particularly risky tasks.

Source: USAID. Microlinks Wiki. Youth and Value Chain Approach. 2010.

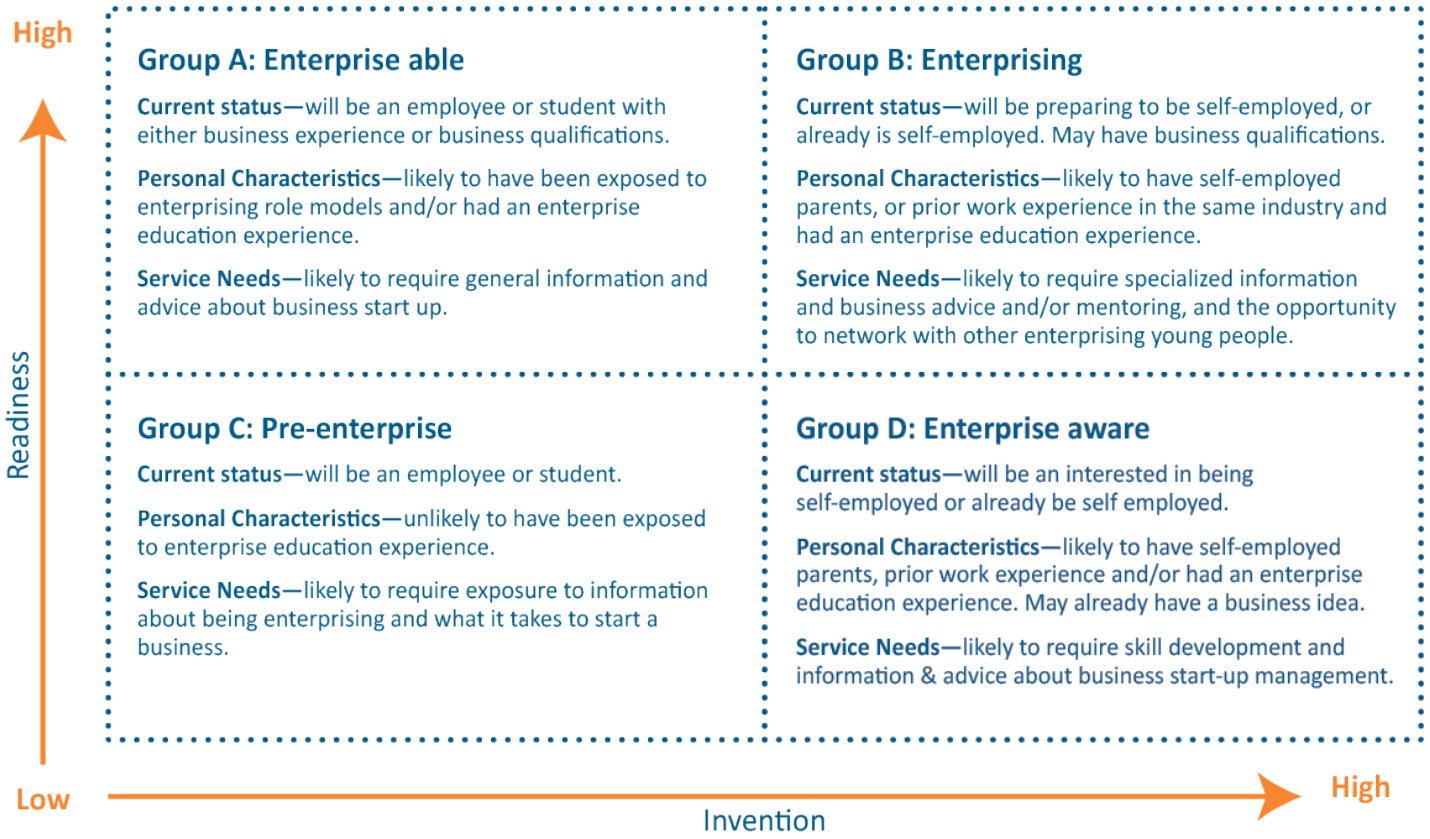
Young Entrepreneurs and Readiness

Not all young people want to become entrepreneurs and others may be in various stages of readiness. Many programmes treat youth as one category of entrepreneurs and assume that all young people are economically inactive. However, this is not the case. Research carried out by a wide range of development practitioners shows that most young people 14-25 years in developing countries are already economically active and may have more skills than first perceived.

Lessons Learned

- ☑ **It is helpful for enterprise development programmes to recognize that young people may already be economically active and work with youth to translate this knowledge into more successful enterprise development skills.**
- ☑ **Some programmes have found that characterizing young entrepreneurs helps to develop strategies for the various types of readiness.**

Diagnostic framework for young entrepreneurs



Source: School, Ulrish. Stimulating Youth Entrepreneurship: Barriers and incentive to enterprise start-ups by young people. ILO Geneva. 2006.

Mentorships and Business Competitions

Mentorships are only as helpful as the mentors involved. Many mentorship programmes are not explicit in terms of their expectation of the mentor. Mentors can be very busy and to be effective must be fully committed as well as understand the level of commitment needed. Clear expectations are needed to ensure the success of these programmes.

Lesson Learned

☑ **Youth consistently rank mentoring and constructive advice as important to starting, improving and growing a small business or informal economic activity. This is similar to many studies in developed world research. The key here is that there is a good match of skills between mentee and mentor.[93] Notably, ProMujer International in Bolivia found that matching youth working in the informal sector with a mentor from that sector was more successful than an informal-formal match.**

Case Studies

- Massachusetts Institute of Technology Enterprise Business Forum Pakistan (MITEFP) OPEN Business Acceleration Program's (BAP) seeks to help IT/Information Technology Enabled Services (ITES)/Telecom/New Media Companies operating in Pakistan, to accelerate their business to the next level. BAP aims to help accelerate the participating companies' growth through a mentoring/coaching programme. The participants work towards preparing a Business Acceleration Plan with mentors. The mentors are mainly leaders in specific industries and help not only with the development of the business plan, but also professional networking. The plans are then submitted and ranked by experts in a competition. The top teams would be partly sponsored to attend MIT EDP (Entrepreneurship Development Program) at MIT in Cambridge, USA.[94]

- The Street Business Mentorship (SBM) training programme is a complement to the Street Business and Street Banking Toolkits done by Street Kids International. It is generally shared through a four-day Training of Trainers (ToT) in order to enable youth workers to set up a Street Business Mentorship programme and train business mentors at their organizations. The word "mentor" is defined as "a wise and trusted counsellor or teacher." Business mentorship refers to guidance provided specifically to young entrepreneurs and can be given by recognized experts, elders, community members, neighbours, or others who offer understanding and advice in an objective manner. Studies have shown that youth with guidance from a business mentor are 75% more likely to succeed than those without. The SBM includes a course manual, mentorship board game, and a mentorship comic book.[95]

Individual / Group-based Entrepreneurship Strategies

Many enterprise development programmes for young people are structured around young people starting businesses and accessing finance in small groups. Often young people would not choose to start an enterprise in a group and may be more suited to individual activities or self-selection of group number and identity.

Lessons Learned

- ☑ **Invite young people to self-select group or individual enterprises and if they select a group then allow them to self-select the group size and members (not necessarily from the training programme itself).**
- ☑ **If activities involve group-based businesses, (i) design systems that ensure transparent management of a group business with equal sharing of inputs and income, and (ii) develop the capacity to adequately train groups in the activity and project management. Best practice models draw on the expertise of others with skills in the proposed new activity.[96]**
- ☑ **Set up short-term initiatives within a training context as a group where young people can learn from each other and the context created instead of developing groups for the development of long-term actual enterprises.**

Cost Contributions by Youth

Programmes often practice free provision of start-up capital, assets, training, and/or inputs. These initial subsidies can reduce incentives for young people to focus on making their business venture profitable and create other market partners.

Lesson Learned

- ☑ **Require cost recovery or cost sharing (in cash or in-kind) from young people. This practice generally leads to a better application and use of assets and learning. Projects often successfully subsidize a portion of start-up or training costs, but few group or individual businesses that are completely financed by programmes remain successful.[97]**

Youth Enterprise Partnerships and Alliances

There is often a lack of vision and/or cooperation among local stakeholders in delivering a unified youth employability strategy. Effective partnerships are often not taken advantage of or implemented when working with youth.

Lessons Learned

- ☑ **As recommended by the ILO, build on the existing efforts of governments, employers' organizations, trade unions, youth organizations and other civil society groups, especially youth groups and pool together resources and efforts to become more cost effective.[98]**

- ☑ **Partnerships promote achieving scale and sustainability. Though challenging, effective partnerships can connect youth to global and local networks, mentors and other resources. Examples of effective partnerships could include formal school systems, training institutions, financial services and local businesses.[99]**

- ☑ **Global and regional alliances and networks help raise awareness and create 'multiplier effects'. These alliances link young people to universities, organizations and initiatives on a global or regional level that promotes information exchange and access to resources.[100]**

- ☑ **Effective use of technology can help to build partnerships and alliances and share information. Where internet and/or mobile phones are options, programmes can help connect youth to information about partners or alliances.**

- ☑ **The ILO emphasizes that public-private partnerships are key to sustainability. Organizations should "focus on core competencies and partnership. One programme (organization) cannot provide everything so it must form partnership with other programmes [and entities]."[101] Also, linking trainees with the private sector ensures future employment opportunities.[102]**

Asset Accumulation

Youth are less likely than adults to have assets to invest in enterprise opportunities. Many programmes help link youth to financial institutions, which can sometimes be helpful, but other times harmful if not done carefully. Focusing on asset accumulation instead of credit may be a less risky approach when working with youth who have little experience with financial institutions and low levels of financial literacy.[103]

Lesson Learned

☑ **Linking youth to opportunities to save can draw upon resources for economic and social investments and expose them to less risk than linking them to a formal financial institution.**

Case Study

As noted on the USAID Youth and Value Chain wiki, Catholic Relief Services (CRS) in Rwanda has used its Savings and Internal Lending Communities (SILC) savings methodology to facilitate asset accumulation among vocational training graduates. CRS recognized that without access to capital, youth would be unable to leverage their vocational and business skills training to create self-employment opportunities. Since introducing the SILC savings methodology, there have been notable changes among participating youth. Social capital has been strengthened, and 90% have been able to improve their safety net through the purchase of national health insurance. In some cases, SILCs comprised entirely of youth have even launched joint businesses.[104]

4) Employment Creation

The ILO often defines Employment Creation as part of their 4E Framework as "placing employment creation at the centre of macroeconomic policy." It is recognized that the EELY project focuses less on macroeconomic policy reform and more on local reform that is covered further by another component of the project under youth leadership and involvement in civic life. Thus, for the employment scope of this document, the section below is shorter than the above sections and focuses on providing lessons around the culture of youth involvement in local economic development strategies, policy making and advocacy.

Stakeholder Involvement In Youth Employment Strategy

There is often a lack of vision and/or cooperation between stakeholders in delivering a unified youth employability strategy.

Lesson Learned

☑ **Advocate for a youth employment strategy to be adopted by local and national government and by other key stakeholders that builds on the existing efforts of and fosters partnerships between governments, employers' organizations, trade unions, youth organizations and other civil society groups to learn from each other and to pool efforts and resources.**[105]

Involve Youth in Employment Policy-making and Advocacy

Especially in northern Pakistan, youth and other marginalized people tend to be ignored during the policy making process and are less active in advocacy work.

Lesson Learned

☑ **When talking about youth participation in this process look closely at the nature of participation. Successful participation cannot only be measured by numbers of youth who attend, but also by the quality of their participation. The UN Programme on Youth has identified different levels of participation, finding that the higher the level of participation, the more control, influence and responsibility young people will have on the outcomes.**[106] **The process is described in a five level process: i) providing youth information; ii) consulting youth in decision maker initiatives; iii) having youth led initiatives, where youth put subjects forward, but still have limited decision making powers; iv) co-managing between elders and youth; and lastly v) promoting autonomy, whereby youth take initiatives and conduct projects themselves.**

Case Studies

- One example of a youth participatory structure which has been recognized as effective is the Council of Europe's (CoEs) Advisory Council (AC) on Youth. The AC is a committee of youth organizations composed of 30 members, 20 of them elected by the European Youth Forum and 10 selected by the Directorate of Youth and Sport (DYS) of the CoE from among youth networks and grassroots organizations around Europe. This committee has both a decision-making and a consultative role. The AC works together with CoE member states to agree on youth policies through a process of co-management which is extended also to the monitoring and the follow-up of the agreed programmes delivered through the DYS. Over 30 years of existence, the system has developed into a unique space for European youth to work in partnership with EU member states to develop and implement policies for youth. www.coe.int/youth[107]

- In early 2006, the YEN in partnership with German Technical Cooperation (GTZ), and with the support of the ILO and the Egyptian Government, and in conjunction with youth organizations, conducted a workshop on youth employment for 30 Egyptian youth organizations from both the national and grassroots levels. During this workshop the youth organizations received agreement with the Government of Egypt and other stakeholders to form a consultative body called the Egyptian Youth Consultative Group (EYGC). The group developed a Terms of Reference and a work plan and has begun to work with national stakeholders. The project has learned that newly developed groups take time to establish and extensive nurturing. Obtaining a mandate for youth participation is not a guarantee of success. Capacity is limited and the process needs to be supported over the long-term.

Conclusion

Although many young people in northern Pakistan are frustrated by their employment prospects, new economic opportunities are opening up avenues for youth employment. Development practitioners can help ensure that youth take full advantage of these opportunities. However, developing and implementing programmes to support youth employment is a complex process, especially in an area like northern Pakistan where resources and accessible training centres are limited.

For further information, Appendix 1 offers an annotated bibliography on key reviewed literature and Appendix 2 provides a detailed list of available toolkits and guides. Appendix 3 presents additional projects relevant to the northern Pakistan context for further exploration.

In the future, the Aga Khan Foundation team hopes to develop a set of guides to provide technical assistance directed at youth employment for the EELY programme, but also intended to help other AKDN programmes in relevant remote and mountainous contexts. As this reference guide is a work in progress, we encourage feedback, especially from practitioners in the field offices, to guide future technical assistance and documents.

Please let us know if you have found this reference guide helpful. Feel free to suggest improvements or references to relevant projects Pakistan or in Central Asia that could be included in a subsequent version.

For more information, please contact Erin Markel at Aga Khan Foundation Canada (erin@akfc.ca).

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Appendices

Appendix I: Youth Employability Publications & Resources

Appendix II: Youth Employability Curriculum and Toolkits

Appendix III: Youth Employability Projects

Appendix I: Youth Employability Publications & Resources

Websites:

Children, Youth and Economic Strengthening Network:
http://cyesnetwork.org/
This web portal provides a resource on youth employability, listing key documents, projects, and discussion topics with experts in the field. The portal is funded by USAID and maintained by AED.

Educational Quality Improvement Program 3 (EQUIP3):
http://www.equip123.net/webarticles//anmviewer.asp?a=600&z=123
The web portal is designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. The portal is funded by USAID and maintained by Educational Development Center (EDC). The site has good examples of youth assessments and how to monitor and evaluate youth development projects.

Youth Employment Network:
http://www.ilo.org/public/english/employment/yen/
The Youth Employment Network (YEN) is a partnership of United Nations, International Labour Organization, and World Bank. The YEN web portal provides policy advice, examples of pilot projects and publications on youth employment.

Youth and the Value Chain Approach:
http://apps.develebridge.net/amap/index.php/Youth_and_the_Value_Chain_Approach
The web portal offers practical information and guidelines around vulnerable populations and the value chain approach. It has a specific section on implementing the value chain approach with youth as a target group.

International Labour Organization – Youth Employment:
http://www.ilo.org/employment/Areasofwork/lang-en/WCMS_DOC_EMP_ARE_YOU_EN/index.htm
The web portal to the Youth Employment Programme at the ILO offers helpful information on events, publications and instructional materials.

Youth Employment Inventory:
http://www.youth-employment-inventory.org
YEI is a joint initiative of the German Ministry of Economic Cooperation and Development (BMZ), the Inter-American Development Bank (IADB), YEN (Youth Employment Network). YEI is a comprehensive database providing comparative information on youth employment interventions. It comprises more than 300 examples of youth employment programs from around 90 countries as well as YEI references on program design, implementation, and achieved results.

Youth Employment Electronic Resource Tool
http://www.ilo.org/youthmakingithappen/intro/01.html
The resource tool targets employers and their organizations to promote youth employment. The web portal has various links to key resources and tools in a user-friendly manner. The tool is the result of a joint endeavour between the International Labour Organization (ILO) and the International Organization of Employers (IOE).

Key Youth Programme Guides:

Parrot, Lisa; Van Bastelaer, Thierry; Brand, Margie; and Fowler, Ben.
Economic Strengthening for Vulnerable Children: Principles of Program Design & Recommendations for Effective Field Interventions, FIELD Report No 2. USAID. Feb. 2008.
This report illustrates best practices in economic strengthening for vulnerable children in a format that can be readily adapted by donors and practitioners for incorporation in their work. It is easy to use and contains recommendations for different types of employability strategies.
http://www.microlinks.org/ev_en.php?ID=21730_201&ID2=DO_TOPIC

Livelihoods and Conflict: A Toolkit for Intervention. USAID/Office of Conflict Management and Mitigation. 2005.
This document is intended to provide i) an examination of the relationship between conflict and people's livelihoods, ii) lessons in developing livelihoods programmes—including an introduction to livelihood analysis, iii) a range of programme options designed to reduce livelihood vulnerability, strengthen resiliency, and help people manage conflict-related shocks, and iv) listings of relevant USAID mechanisms, implementing partners, and contact information.
http://www.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/CMM_Livelihoods_and_Conflict_Dec_2005.pdf

James-Wilson, David. **Youth Livelihood Development Program Guide. USAID and Educational Quality and Learning Program (Equip 3**). 2008.
This programme guide focuses on design and implementation of economic opportunity interventions for marginalized youth involved in household and informal sector livelihood activities. It is divided into four main sections: (i) an overview of the common language and terms used in economic opportunity programming for young people ages 15-24; (ii) a presentation of nine key areas of learning synthesized from current programming and research; (iii) a five-step programme development process that USAID missions and bureau teams can follow as they look to improve or expand on existing youth livelihood initiatives; and (iv) information on a wide range of supplementary print and Web resources readers can turn to for further information or programming examples.
http://www.equip123.net/docs/e3-LivelihoodsGuide.pdf

Allen, Hugh. **Economic Strengthening/Livelihood Tools and Literature Review**. Hope for African Children Initiative (HACI), 2005. This document provides an overview of specific economic strengthening interventions aimed at vulnerable children and families affected by HIV/AIDS—particularly microfinance and business development services (BDS). It concludes that microfinance interventions should be flexible and offer products that meet the changing needs (savings, flexible credit, insurance) of affected families. Informal accumulating savings and credit associations are particularly relevant because of a simple methodology capable of reaching the vulnerable poor. BDS (focused on IGAs and consideration of household cash-flow needs) can help families secure, stabilize, and maintain their asset base. www.crin.org/docs/ES%20review%20white%20paper2.pdf

FAO/Integrated Support to Sustainable Development and Food Security Programme: **Cross-sectoral Responses to HIV/AIDS**, 2003.
This document provides a user-friendly summary of unique approaches to Enabled Services (ES) for children and households affected by HIV/AIDS, with country and programmatic examples: livelihood diversification; alternative labour-saving technologies; self-help groups and community mobilization; transmission of knowledge (farmer-to-farmer, youth organizations, school gardens, Junior Field Farmer and Life Schools (JFFLS); nutrition (home gardening/medicinal crops, information dissemination); legal assistance and training to prevent asset stripping; capacity building and sensitizing extension officers and district development committees; and normative activities (integrating HIV/AIDS messages with agricultural extension and among policy makers and development agencies). ftp://ftp.fao.org/sd/SDW/SDWW/IP-brief-final.pdf

Kobayashi, Yoko: **Economic Livelihoods for Street Children: A Review**, Development Alternatives Inc. (DAI), March 2004.
This paper discusses lessons learned from economic livelihood programmes for children, including vocational training, production workshops, apprenticeship programmes, entrepreneurship development training, and microcredit schemes. These include the following: ensuring activities address various developmental needs of youth; designing economic activities based on youth marketability, diversity, and demand/skill level; and providing follow-up services with graduates, along with continuous efforts to mitigate negative influences of external factors. Other tips include ensuring staff have both business and social skills to effectively deal with youth, linking with local employers/businesses, and taking into consideration young people's level of motivation and maturity. www.crin.org/docs/Street%20Children%20Livelihoods%20%20Review.pdf

Elder, Sara. **ILO school to work transition survey: A methodological guide.** Key Indicators of youth labour markets: concepts, definitions and tabulations. Module 4. Youth Employment Programme. ILO. 2009.
This document covers two items: a list of recommended indicators that serve as the basis to interpret a country's situation of young people's transition to the labour market through providing definitions of key terms and indicators for measurements; and a sample questionnaire. The document is particularly helpful if looking for standard practices in measuring key concepts in youth employment such as employment, unemployment, discouraged workers, underemployment and informal employment.
http://www.ilo.org/employment/Areasofwork/lang--en/WCMS_140862/index.htm

Skills for Employment – Canadian International Development Agency Guidelines. 2010.
The guidelines provide a resource for planning and implementing a 'Skills for Employment' (SFE) programme as well as a guide for unsolicited proposals. It functions as a guide to good practices and helpfully points out specific concerns with vulnerable youth populations. The report also provides useful external resources and sample results statements (which are less helpful).
http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/NAT-55104145-K96

Adams, Arvil. **The Role of Youth Skills Development in the Transition to Work. A Global Review.** Children and Youth, World Bank. 2007.
The movement from school to work is seen from a 'lifecycle perspective' with skills development examined as it takes place in schools, in early work experience, and later as entry- level skills are upgraded. The choices for skills development and the modalities for delivery vary as the transition progresses. Workforce development is influenced by (i) education, (ii) apprenticeship and early work experience, (iii) labour market programmes—including non-formal training programmes, that facilitate the operation of labour markets and address the needs of those encountering related problems, and (iv) labour market policies that influence the investment climate and job creation for youth. Beyond this, there are other forces in the home, community, and economy that shape the transition to work. The focus of the paper is on skills development that builds on early schooling foundations and that offers second chance opportunities for those who fail initially to develop these foundations.
http://siteresources.worldbank.org/INTCY/Resources/3957661187899515414/RoleofYouthSkills.pdf

Good Practices in Technical and Vocational Education and Training. Asian Development Bank. 2009.
The document is a useful and technically sound overview of skill development services. The document has many charts with different key topics that show the advantages and limitations of a variety of skill development approaches and methodologies. Furthermore, the introduction provides a solid rationale for investment in skills development services and the appendix has checklists of criteria for evaluating proposed skill development investments that are helpful on the national and local level.
http://www.adb.org/Documents/Guidelines/Good-Practice-Education-Training/Good-Practice-Education-Training.pdf

Skill Development for Rural People: A Renewed Challenge. International Labour Organization and Swiss Agency for Development and Cooperation. 2005. –
This paper provides a synthesis on emerging issues and a variety of approaches relating to skill development in rural communities. The authors argue that governments and donors should strive for a better balance between education, research and extension, where agricultural education is often under-resourced along with short cycle programmes with practical orientations.
http://www.norrag.org/wg/documents/Paper%2010.pdf

Youth Making It Happen. Youth Employment Toolkit: an electronic resource for employers. International Organization of Employers. 2007.
This document is an electronic link that provides information on youth skill development and enterprise services. The resource page not only provides pathways to publications, but also to toolkits, events and organizations working on youth issues.
http://www.ilo.org/youthmakingithappen/

World Bank Development Report. Youth. 2007.
The report centres on three concepts for youth development: broadening opportunities; developing capabilities; and providing second chances. The authors argue that it is critical to invest in youth's five life transitions: learning after primary school; starting a productive working life; adopting a healthy lifestyle; forming a family and exercising citizenship. Also, it notes the importance of early interventions and basic skill development.
http://web.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2007/0,,menuPK:1489865~pagePK:64167702~piPK:64167676~theSitePK:1489834,00.html

Monitoring and Evaluation for Youth Workforce Development Projects. Technical Note. The SEEP Network. 2009.
This paper is a lessons learned document on designing and implementing effective M&E systems for youth-workforce development programmes. The authors believe that in theory, M&E is well documented; however, real world conditions, limited funding and time constraints make these initiatives difficult to carry out. The paper tries to provide examples and recommendations to show how it is possible and valuable.
http://www.seepnetwork.org/Resources/YouthPLP_MonitoringEval.pdf

Market-Driven Youth Programs and the Bottom Line. Technical Note. The SEEP Network. 2009.
The paper sets up an argument that the purpose of youth workforce development programmes is to give youth the most effective preparation to enter the job market and become productive members of their communities and economies. The authors believe that the main way to accomplish this is through programming where skills training is matched with market demand. It also notes that programmes that are fully 'market driven' can be difficult because demand is constantly changing.
http://www.seepnetwork.org/Resources/youthPLP_MarketDriven.pdf

Guidelines and Experiences for Including Youth in Market Assessments for Stronger Youth Workforce Development Programs. Technical Note. The SEEP Network. 2009.
In this note three organizations shared key lessons learned on assessing and implementing youth workforce development programmes. The authors argue that first and foremost, for a youth workforce development programme to remain market driven and ensure increased economic opportunities for youth, market assessments cannot stop after the first year. Rather they should be continuous and embedded into programme design and implementation. They also argue that involving youth in the process is a key component of a successful assessment.
http://www.seepnetwork.org/Resources/YouthPLP_Assessments.pdf

Staying Connected. Technical Note. The SEEP Network. 2009.
This note describes how partnerships between the public and private sector can benefit youth workforce programming and the agencies with which they work. The authors believe that such partnerships help programmes remain more market driven.
http://www.seepnetwork.org/Resources/YouthPLP_Partnerships.pdf

State of the Field in Youth Enterprise, Employment and Livelihoods Development: A Guide for Programming, Policymaking, and Partnership Building. Making Cents International. 2011.
The document provides lessons learned and programmatic examples that emerged from Making Cents International's third Global Youth Enterprise & Livelihoods Development Conference, which took place in Washington, DC September 29-30, 2009. The document also includes information on 180 recently released articles, books, case studies, handbooks, interviews, publications, reports, technical briefs, toolkits, and portals, and 33 learning events related to youth enterprise, employment and livelihoods development that took place in 2010.
http://www.imaginenations.org/documents/MakingCentsInternationalStateoftheFieldPublication2009Bookmarked.pdf

Resources on Youth in Pakistan:

Pakistan National Youth Policy 2008:
http://moya.gov.pk/national_youth_policy.html

Pakistan: The Next Generation: http://www.britishcouncil.org/pakistan-next-generation-report-download.htm

Faizunnisa, Azeema. **Population Council: The Poverty Trap: Levelling the Playing Field for Young People.**
This brief discusses the impact of family-level poverty on the educational attainment, economic activity, and marriage patterns of Pakistani youth. Poverty has meant that 36% of this group has never attended school, while nearly 50% of boys in the lowest economic quartile start working before age 15. Youth in the poorest quartile also marry earlier and want more children than those in the richest quartile.)
http://www.popcouncil.org/pdfs/Pak_AYP002.pdf

Youth at the United Nations:
http://undp.org.pk/undp-and-the-youth.html

Resources on Employability in Pakistan

Asian Development Bank. Pakistan and Private Sector Assessment. December 2008.
http://www.adb.org/Documents/Assessments/Private-Sector/PAK/Private-Sector-Assessment.pdf

Boosting enrolment in technical and vocational education and training: Strategies for popularization in Pakistan administered state of Azad Jammu & Kashmir.
Discussion paper no. 2, UNESCO-Islamabad, May 2009.
This paper speaks about how "the TVET sector across Pakistan faces many challenges, spanning issues to do with the quality, quantity and relevance of TVET." The paper offers suggestions to help achieve the National Vocational and Technical Education Commission (NAVTEC) national objective for TVET of expanding enrollment in the TVET system. Many of the suggestions offered are applicable to youth employment programmes in general, and not exclusively for TVET.
http://unesco.org.pk/eedrmu/resineaa/publications/Discussion%20Paper.pdf

Center for International Private Enterprise (CIPE). Aug 2010
The Women's Resource Center of the Sialkot Chamber of Commerce and Industry launched a directory for women entrepreneurs. The directory, created as part of a CIPE technical assistance grant, provides information on over 80 women entrepreneurs in Sialkot, allowing them to advertise their products and services locally and internationally.

National Vocational & Technical Education Commission (NAVTEC) strategy for "Skilling Pakistan."
This is a comprehensive document which outlines strategies to reform the TVET system.
http://www.navtec.gov.pk/index.php?id=documents-

Pakistan Federal Bureau of Statistics' Labour Force Survey 2008-2009.
This survey is useful in drawing on information to inform the demand and supply summary for various occupations that would be relevant to youth employment.
http://www.statpak.gov.pk/depts/fbs/publications/lfs2008_09/lfs2008_09.html

Pakistan Federal Bureau of Statistics' Pakistan Household Integrated Economic Survey 2007-2008.
This publication provides useful information even though it does not disaggregate information by youth.
http://www.statpak.gov.pk/depts/fbs/statistics/hies07_08/complete.pdf
http://www.statpak.gov.pk/depts/fbs/statistics/hies07_08/hies07_08.html

Resources on Youth Development In Mountain Areas

Aitkin, Helen. **Bridging the Mountainous Divide: A Case for ICTs for Mountain Women. Mountain Research and Development.** Vol 22 No 3 August 2002: 225–229
http://www.share4dev.info/telecentreskb/documents/4441.pdf

Willis, Garth. **ICT and Youth Development in Tajikistan. 2006.**
The paper details the US State Department's Global Connections Program for Tajikistan, which beginning in 2003 connected high schools to the internet in several mountainous regions in Tajikistan. The programme opened a network of internet learning centers and developed programmes specifically targeted to providing opportunities for youth through access to the internet centres. This paper will outline the successes of the Global Connections programme, as well as detail the challenges faced for internet development that are specific to mountainous regions.
http://www.alpinefund.org/garth/ict-taj.htm

Casals, Camilio G. **Operations guide: managing an ILO-CIDA youth employment country project: Philippines.** December 2009.
http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms_142955.pdf

Appendix II: Youth Employability Curriculum and Toolkits

Building Livelihoods Field Manual for Practitioners In Humanitarian Settings.
Women's Refugee Commission. 2009.
This field manual has been developed to provide practitioners with usable information and helpful tools so that they can design and implement more effective livelihood programmes —those that are based on market demand and are contextually appropriate, build on the existing skills and experience within the target population, and enhance the dignity and options for the displaced. Although not exclusively youth-focused, the publication is extremely useful in providing guidelines for specific employability models. It deals with a wide range of topics, including enterprise development, markets and value chain assessments, remittances, and monitoring and evaluation.
http://www.womensrefugeecommission.org/docs/livelihoods_manual.pdf

Market Assessment Toolkit for Vocational Training Providers and Youth.
Women's Refugee Commission. 2008.
The Market Assessment Toolkit is a combination of questionnaires and activities to assist vocational training providers and youth in gathering information on local market demand and translating it into improved programming. The aim of the toolkit is to assist service providers to take a more demand-driven approach, matching youths' interests, skills and available resources to market opportunities for employment and self-employment. The toolkit was developed by students without field experience and was not robustly tested or refined in the field.
www.womenscommission.org/pdf/ug_ysl_toolkit.pdf

AgriPlanner and AgriMarket™ Curriculum. EcoVentures International. This is a planning and marketing tool for small-scale gardens and farm plots. AgriPlanner and AgriMarket training modules address how to use food, food production and food related services in the pursuit of business ventures that could become commercially successful and contribute to economic growth and prosperity. This enables people to take the first steps from basic subsistence (food security) to initial income generation and then on to full viable business development. AgriPlanner helps emerging growers and farmers go beyond the practicalities of merely growing produce. AgriPlanner is all about working out a plan of what to do and when to do it. Growers learn how to get the most productive use out of their land as well as how much money their land could produce for them, if they used it well. It is implemented in South Africa, Liberia, Tanzania and Mexico.
Curriculum and Training-of-Trainer courses are available from EVI for purchase.

Marketplace Simulation™ Training Tool. EcoVentures International. This is an experiential learning curriculum to deliver business and entrepreneurship skills. Using classroom-based simulation and role plays, Marketplace Simulation is interactive and experientially based. It simulates real market conditions and business scenarios in the training room. The process allows participants to evaluate information, make decisions and react to the consequences. Participants see the results of their actions and experience the opportunities and challenges of real life business activity. As participants compete within teams to succeed in business, the debates get intense, decisions get weightier and the results provoke emotions of success and failure. It is implemented by EVI in over 50 countries around the world, including East Timor, Haiti, Mexico, Ecuador, Eastern Caribbean, South Africa, Zimbabwe, Kenya, Tanzania, Liberia, Nigeria, Zambia, and Rwanda.
Available in English, French and Spanish - Curriculum and Training-of-Trainer courses available from EVI for purchase.

Participatory Market Opportunity Assessments™ Toolkit. EcoVentures International. This toolkit investigates the wage-labour maker, the self-employment market and the market for further education in order to determine economic strengthening opportunities for adolescents, heads of households and caregivers. The assessments utilize a comprehensive field research approach based on a value chain methodology, including business key informant interviews, support service key informant interviews, NGO and public sector key informant interviews, education key informant interviews, employer surveys, adolescent surveys and focus groups, heads of household and caregiver surveys and focus groups, household surveys, marketplace observations, and supplementary surveys. It is implemented in South Africa, Kenya, Rwanda, Bangladesh, Haiti, East Timor, Sierra Leone, - Toolkit and Training-of-Trainer courses available from EVI for purchase.

Monitoring and Evaluation

Child Status Index (CSI) is used as an evaluation tool to capture a holistic view of the well-being of youth. The CSI measures six broad areas of a child's wellbeing: food and nutrition; shelter and care; health protection; psychosocial status; protection; and education and skills. The CSI is designed so that measurement can be performed by people living in the same communities as the affected children, who are in the best position to monitor the health of those children on a regular basis.
http://www.cpc.unc.edu/measure/publications/pdf/fs-07-17.pdf

School-to-work transition survey (SWTS) has been designed by the ILO to generate a large pool of data on the characteristics and labour market attachments of young people as well as on the enterprises that could absorb them. The analytical frameworks associated with the SWTS allow the user to first assess the characteristics of youth who are still in school, employed or self-employed, unemployed or outside of the labour force for reasons other than full-time study. Then survey results are used to estimate the following: i) the number of young people who have completed their transition into "decent work"; ii) those who are still in transition – that is, either unemployed or employed in a job that is not satisfactory; and iii) the number of young people who have not yet made the transition either because they remain in school or are outside of the labour market with no plans to work in the future. The methodological guide is intended to help anyone interested in running an ILO SWTS. The modular design means that it can be used in full – as a package to advise users from the point of conception of the project through production of an analytical report and workshop to present the findings – or in part, according to the specific needs of the user. Certain modules can be used outside the scope of the school-to-work survey; the module on sampling (Module 3), for example, can guide the design of sampling frameworks of any survey. Likewise, the module on tabulation (Module 4) contains instructions for producing standard labour market statistics, such as the unemployment rate, that researchers can use for any number of purposes, including training on labour market information and analysis.[108]
http://www.ilo.org/employment/Areasofwork/lang--en/WCMS_140862/index.htm

Appendix III: Additional Relevant Projects

CATEGORY	Muslim populations
Project Name	**NAJAH Training and Employment Program**
Organization(s):	Save the Children Jordan (funded by USAID)
Country:	Jordan
Timeline:	2006-2008
Goal:	NAJAH programme addresses the barriers to youth employment by increasing youth work and life skills, fostering positive attitudes towards work, creating opportunities for youth to strengthen these skills through practice and linking youth to employers*. The programme is targeted towards 18 to 24 year old Jordanians†.
Key Activities/ Innovations:	Stages of Work*: 1) Community Mobilization & Youth Recruitment – building community support and ownership 2) Youth Selection Process – self completed application forms and participation in an assessment and orientation day (see NAJAH day below). 3) NAJAH Day – interaction between youth, parents and the training team. 4) NAJAH Journey – a 6 month youth active learning process: i) I Discover! – Self-analysis by youths as well as examination of personal and community values with their families. ii) I Experiment! – Skills are developed for the workplace (writing CVs, presentation skills, Jordanian Labour Law, workplace ethics). iii) I Implement! – An internship experience to gain practical work experience. iv) I Give Back! – Taught project design and budgeting skills in order to plan and implement a community enterprise project, as well as an introduction to MicroFinance Institutions.
Key Results:	• More than 500 youth have participated in the six month programme. • More than 70% of NAJAH youth have entered the labour market, while nearly 20% have chosen to return to education or specialized training. • The material was originally designed for use with 18- to 24-year-old Jordanian youth, and was subsequently tailored to address youth needs in Azerbaijan, Yemen and Lebanon. In each of these countries, the material was contextualized based on the results of market research†.
Reference(s):	†http://www.preparing4work.org/content/najah-%E2%80%94-youth-work-life-skills-training-save-children *http://www.savechildren.org.jo/SubDefault.aspx?PageID=153||Node=229&LangID=2
CATEGORY	Central Asia
Project Name	**Young Businessman Training (part of the Rural Agribusiness Support Program)**
Organization(s):	Mercy Corps
Country:	Mongolia
Timeline:	2007-2008
Goal:	The provision of training and business development services to young rural entrepreneurs (20-30 years of age, who already possess collateral), in order to allow them to access financing from local financial institutions.
Key Activities/ Innovations:	• Provided training and technical assistance to youth, helping them to develop sound business plans in order to apply for loans. • The training also informed participants on the process of a loan application, appropriate loan size requests, etc. • Mercy Corps acted as a guarantor on loans from a local bank, in the event of default.
Key Results:	• 74 youth participated in the training programme and of those, 59 completed business plans and 40 individuals successfully obtained financing as a result of their plans.
Reference(s):	http://www.imaginenations.org/documents/MakingCentsInternational2008StateoftheFieldPublicationvPrint.pdf (pages 77, 87)

CATEGORY	Muslim population, Gender
Project Name	**Scientific, Technical and Vocational Education for Out-of-School Girls: Schools and Learning Centres as Community Catalysts for Poverty Reduction and Empowerment of Girls (STVE)** *(pilot project)*
Organization(s):	UNESCO
Country:	Indonesia
Timeline:	2002-2006
Goal:	The use of a training methodology that is short term, non-formal, technology-based, and practical to provide out-of-school girls and young women (15-20 years of age) with vocational skills†*.
Key Activities/ Innovations:	• Aside from equipping out-of-school girls and young women with technical and entrepreneurial knowledge, they were also taught life skills (reproductive health, English, computer literacy, etc.). • The outcome of the pilot project was a publication titled "Technology-based Vocational Skills Training for Marginalized Girls and Young Women", intended as a resource for trainers of technology-based vocational training programmes†*. • Contributions to the publication were made by national and local governments, private sector entities, NGOs, local communities and educational institutions*.
Key Results:	Based upon the success of the pilot project *(data not available)*, the Indonesian Ministry of National Education decided to expand the programme to other areas of the country*.
Reference(s):	†http://www.preparing4work.org/category/goals/develop-employability-skills-and-gain-employment-access-career-opportunities *http://unesdoc.unesco.org/images/0016/001626/162605e.pdf
CATEGORY	Pakistan
Project Name	**Youth Empowerment Skills! (YES!)**
Organization(s):	AMAL Human Development Network
Country:	Pakistan (Baluchistan Province)
Timeline:	Launched in 2002
Goal:	Provision of life skills and vocational training to adolescents.
Key Activities/ Innovations:	• The target population for YES! is out-of-school male and female adolescents aged between 10-17 years. • Under the YES! project, AMAL provides a series of result-oriented activities such as rights-based training for children and women, legal aid, HIV/AIDS awareness and sensitization, life skills training and non-formal education/vocational training courses. • Through this pilot, AMAL is also focusing on emotional health and counselling services, providing a drop-in centre and recreational opportunities for adolescents as well as using peer educators for the provision of skills, advice and information.
Key Results:	AMAL has been able to identify 15 peer educators and provide them with extensive training on HIV/AIDS, rights, life skills and non-formal education/vocational training which they are now passing on to working adolescents through the AMAL network for counselling services and through the drop-in centre.
Reference(s):	http://www.ilo.org/public/english/employment/yen/downloads/yen_youth_guide_en.pdf (page 60)
CATEGORY	Muslim population
Project Name:	**The Synapse Center**
Organization(s):	The Synapse Center
Country:	Senegal
Timeline:	Founded in 2002
Goal:	The project works to combat youth unemployment through entrepreneurship and employability enhancement.
Key Activities/ Innovations:	• The four main focus areas are Youth Unemployment, Social Entrepreneurship, Employability, and Leadership Development. In 2003, the centre started a "Senegal Promise Program" for 17 promising youths from different backgrounds and with different projects to develop their business ideas. • Support has included the provision of incubator facilities including office space, monthly training workshops, group learning, mentoring, and counselling (provided by some of the most recognized

	companies in Senegal). The centre also serves to link young entrepreneurs with the Government's National Fund for Youth Employment (FNEJ) enabling them to access low-interest loans for setting up and growing their own businesses. • The centre emphasizes social entrepreneurship. The focus should not only be profit making but also influencing communities and organizations to prepare new leaders with a view to long term change. The centre seeks projects with social impact to link economic, social and environmental progress. Youth should therefore not only be seen as beneficiaries but also creators of community change. • Beyond this focused support, other broader activities of the centre include "Synapse Accompagnement" (a programme for enhanced employability), business plan development and leadership development, the "leadership academy", an annual conference, and "Entrepreneurs without Borders" (an exchange programme with French business school graduates).
Key Results:	• Supported the launch of a number of youth businesses. • Served as a large scale youth training provider for the government (approximately 10,000 young people).
Reference(s):	http://www.ilo.org/public/english/employment/yen/downloads/yen_youth_guide_en.pdf (pages 63, 64)
CATEGORY	Muslim population
Project Name	**Small & Medium Enterprises (SMEs) Competing in Global Markets**
Organization(s):	Nahdet El Mahrousa
Country:	Egypt
Timeline:	Founded in 2003
Goal:	Provide support to youth and women who have the ambition, qualifications and resources to establish small factories in order to produce goods and commodities for the local and global markets.
Key Activities/ Innovations:	• Nahdet El Mahrousa is conducting field research on small industrial projects to identify the needs of the SMEs (especially those of youth and women) in selected regions across Egypt. It is also trying to assist youth and women owning SMEs, or striving to establish ones, to improve their entrepreneurship skills and business performance. It does this by providing technical, financial, and marketing support to youth's and women's SMEs through workshops, training and consultancy activities. • The project is open to all small or medium-sized industrial enterprises set up by youth and women who are in need of business support services. • Similarly, the project seeks to identify individuals with technical expertise related to manufacturing, marketing, business and financial management as potential supporters and trainers for their support programmes.
Key Results:	Not available.
Reference(s):	http://www.ilo.org/public/english/employment/yen/downloads/yen_youth_guide_en.pdf (pages 64, 65)
CATEGORY	Pakistan, Gender
Project Name	**Women's Skill Development Project (WSDP)**
Organization(s):	Swat Youth Front (SYF)
Country:	Pakistan (North West Frontier Province)
Timeline:	Launched in 2000
Goal:	To promote socio-economic empowerment to underprivileged young women through the provision of employability skills and the promotion of gender awareness and sensitivity.
Key Activities/ Innovations:	• Courses are taught on information and communications technology, and entrepreneurship • SYF also provides a range of business development services to young female entrepreneurs including developing linkages with micro-finance institutions and raw material suppliers. SYF has also facilitated several female entrepreneurs' participation in National & International exhibitions in order to gain exposure and sufficient knowledge on marketing products. • The project has also focused on training courses for the commercial utilization and reuse of household waste material, providing young women with the skills to generate incomes from finished products within a domestic setting.

	• SYF has organized many exposure/study tours for students and female entrepreneurs to industrial areas of the country to facilitate the identification of new channels and markets for the Swat products.
Key Results:	Not available.
Reference(s):	http://www.ilo.org/public/english/employment/yen/downloads/yen_youth_guide_en.pdf (pages 66, 67)
CATEGORY	Rural Mountain regions, Central Asia, Muslim population, Gender
Project Name:	**Agriculture and Rural Vocational Education Project (AVEP)**
Organization(s):	Helvetas; Ministry of Labour and Social Protection (Molsp)
Country:	Kyrgyz Republic (Naryn Oblast)
Timeline:	2001-2008
Goal:	The creation of a formal and sustainable vocational education system for farmers in rural areas of the Kyrgyz Republic, allowing them to develop the knowledge, skills and attitudes to operate as private entrepreneurs and ultimately contribute to rural development.†*
Key Activities/ Innovations:	• The curriculum of the education system is adapted to the local conditions and realities of rural Kyrgyz farmers, thereby allowing participants to gain practical knowledge.* • While the programme is open to all ages, it primarily targets young people. † • The programme involves the participation of farmers, students, parents, teachers, school administrators, and local and central government officials.* • The structure of the programme involves 3 levels: i) *Farm labourer* – 1.5 years of education, which allows the participant to complete practical tasks; ii) *Farmer/woman farmer* – 3 years total, where a student can operate a farm independently; and iii) *Master farmer* – an additional 6-12 months during which the student function as a "market-oriented entrepreneur and as a trainer for practical field training.*" • One-third of the time allotted for education is intended for students to work as apprentices at a host farm.*
Key Results†:	• The project initially began with 2 vocational schools; as of 2006, it had expanded to 8 schools with more than 1000 students. • As of 2006, 250 participants completed the programme. • A study following the first few cohorts of graduates showed that 60% returned to work on their farms while others continued their education or pursued opportunities in other related fields. • Challenges that the programme faced include "an unclear definition of the target group as well as unsolved questions regarding overall financing of the new education."
Reference(s):	†http://www.youth-employment-inventory.org/inventory/view/152/ *http://www.helvetas.ch/global/pdf/projects/asien/04_09_berufsbildung_e.pdf
CATEGORY	South Asia, Rural
Project Name:	**Baachit Project**
Organization(s):	Jiva Institute
Country:	India
Timeline:	unknown
Goal:	Providing vocation training for rural youth (aged 15-24) in technology, career planning and entrepreneurial development to help enhance their socio-economic status.
Key Activities/ Innovations†*:	• Programmes offered training in computer literacy, sewing, video filmmaking, beautician training and spoken English literacy. • A career guidance component provided information on available career options, interview preparation and current job opportunities. • Entrepreneur skills offered involved identifying opportunities for self-employment, customer service and pricing strategies.
Key Results†:	• First few courses were attended only by male youth; however, Baachit strongly encouraged the participation of young girls (data unavailable). • The project team observed that the male participants quickly acquired technological skills. • Some challenges faced: poor infrastructure, power outages, difficult terrain.

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CATEGORY	Central Asia, Rural Mountain region, Muslim population
Project Name:	**Tajikistan Stability Enhancement Program (TSEP)**
Organization(s):	Mercy Corps; USAID
Country:	Tajikistan
Timeline:	2009-present
Goal:	Overall: "strengthening stability in rural Tajikistan through improved governance and the participation of 'at-risk' or marginalized groups in economic and social revitalization.†" Specific to youth employment: "to provide young people with the skills they need to find jobs and start their own business."
Key Activities/ Innovations:	• Male youth in Kirkkuduk and Oshoba taught barbering skills from experienced "master.*" • TSEP also provides instruction in carpentry, sewing and computer repair (in Asht and Isfara districts). • Students also learn how to start a new business, and how to deal with taxes.* • After course completion, Mercy Corps follows up with graduates to determine placement rates and to see how the programme can be improved for the future.*
Key Results:	• 44 young men in total have been trained or are completing training to become barbers.* • Support received from the community and the government: secondary schools offered space and students for barbers-in-training to practice; the local government helped graduates find locations to open barbershops.* • Data not available for other professions/students.
Reference(s):	† http://www.mercycorps.org/countries/tajikistan/15092 * http://dushanbe.usembassy.gov/pr_01162011.html
CATEGORY	Central Asia, Rural Mountain region, Muslim population, Gender
Project Name:	**Literacy and Community Empowerment Program**
Organization(s):	EQUIP3; USAID; UN-Habitat; EDC; Ministry of Education (Afghanistan)
Country:	Afghanistan (Bamian, Farah, Herat, Kandahar, Kabul, Parvan provinces)
Timeline:	2004-2006
Goal:	"Community Empowerment, Literacy, Gender: Enhance the role of women and young people to participate in the change process through increased literacy and skills for income-generation.*"
Key Activities/ Innovations:	• Literacy training is targeted to individuals aged 10 and 45; however the target focuses on those between the ages of 15 and 30 years.*° • "Through daily instruction (2 hours per day, six days a week), youth learn to read, write and perform basic mathematical computations within the context of village-level governance and savings, investment and business development activities.†" • Youth are also involved in voluntary youth committees, where "targeted youth apply newly acquired literacy skills in their development of livelihood opportunities in the areas of handicrafts, tailoring and animal husbandry (girls) and the buying and selling of gas, mobile cell phone cards, stationery, fruit and vegetables (boys).†"
Key Results:	• 48% of females and 39% of males were between the ages of 13 and 18 years.° • 78% of total students were between the ages of 15 and 30 years.† • Nearly 400 boys' and girls' committees have been formed since April 2005.† • Average literacy gain of 4 grades to 4th grade equivalency.* • 94% of learners granted 3rd grade equivalency certification by the Afghan MoE.*
Reference(s):	* http://www.equip123.net/webarticles/anmviewer.asp?a=654 † http://www.equip123.net/EQ_Review/4_5.pdf (pages 3, 4) ° http://lcep.edc.org/about/literacy.asp
CATEGORY	Muslim population
Project Name:	**Successful Transitions to Adulthood Program (STAP)**
Organization(s):	Save the Children
Country:	Azerbaijan

Timeline:	Launched in 2008
Goal:	"Aims to produce Information, Communications Technology (ICT), Basic Literacy and Livelihood Development (life skills) materials for supporting the successful transition of youth from institutions to adulthood and independent life."
Key Activities/ Innovations:	• Targeted towards young people at transitional ages (14-17 years). • Involves "personal development training and community awareness campaign." • Promotes positive attitudes towards working in high demand-low supply sectors (i.e. manufacturing, agriculture, tourism and services).
Key Results:	Unknown.
Reference(s):	http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.6234171/
CATEGORY	Muslim population
Project Name:	**Rural Youth Livelihoods Program (RYL)**
Organization(s):	Save the Children
Country:	Egypt
Timeline:	Pilot project launched in 2008
Goal:	Enable young people in rural Egypt to make the transition to work by: • Disseminating strategies to create and sustain livelihoods; • Improving well-being and planning for the future; and • Improving the ability to react to and endure adverse conditions.
Key Activities/ Innovations:	• "Build the assets and competencies of 400 young people to make informed choices about market relevant work opportunities. • Enable 400 young people to map and manage resources available to them including market information and income from subsistence activities. • Support 400 young people to realize the potential of using financial services for themselves or others in their households to invest in skills building or grow a business."
Key Results:	Not available.
Reference(s):	http://www.cyesnetwork.org/node/143

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