



## Acknowledgements

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*The word cloud on the cover page was created with key words that the 19 projects in the Impact portfolio used to describe their projects in our kick-off introductory session.*

The findings and conclusions expressed in this report are those of the authors and do not necessarily reflect the opinion of each individual S4YE partner.

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## Acronyms

**AFD:** French Development Agency (Agence Française de Développement)

**AusAID:** Australian Aid

**DDD:** Digital Divide Data (Cambodia)

**DFID:** Department for International Development (United Kingdom)

**Educate!:** Educate! (Rwanda)

**EYE:** Education for Youth Empowerment (Bangladesh)

**FTE:** Full time equivalent

**FORSATI:** FORSATI (Employment services for Tunisian youth to promote quality jobs)

**Generation:** Generation India

**GIZ:** German Development Agency (Deutsche Gesellschaft für Internationale Zusammenarbeit)

**Harambee:** Harambee Youth Employment Accelerator (South Africa)

**ICT:** Information and communications technology

**ILO:** International Labour Organization

**IP:** Impact Portfolio

**IYF:** International Youth Foundation

**Kuza:** Kuza (Mombasa County Youth Employment Programme) (Kenya)

**KYEOP:** Kenya Youth Employment Opportunities Project

**LP-ESBC:** Livelihood Program Targeting Entrepreneurship Skills and Business Creation (Turkey)

**M&E:** Monitoring and evaluation

**MoU:** Memorandum of Understanding

**MSMEs:** Micro-, small-, and medium-enterprises

**NVSP:** National Volunteer Service Program (Lebanon)

**NEO:** New Employment Opportunities (Panama)

**RCT:** Randomized control trial

**RTI:** Research Triangle Institute

**S2S:** Skills to Succeed Academy (South Africa)

**S4YE:** Solutions for Youth Employment

**SMEs:** Small- and medium-enterprises

**STEM:** Science, technology, engineering, and mathematics

**STRYDE:** Strengthening Rural Youth Development through Enterprise (Rwanda)

**Ta3mal:** Tounes Ta3mal (Tunisia)

**The USAID project:** USAID Higher Education for Economic Growth project (El Salvador)

**U-LEARN 2:** U-Learn Phase 2 (Uganda)

**UNICEF:** United Nations Children's Fund

**UPSHIFT:** UPSHIFT (Building Adolescent and Youth Resilience through Social Innovation and Entrepreneurship) (Kosovo)

**USAID:** United States Agency for International Development

**Via:** Via: Pathways to Work (Tanzania)

**YBF:** Youth Building the Future (Colombia)

**YBI:** Youth Business International (organization)

## 1. Introduction

### About S4YE

Launched in October 2014, Solutions for Youth Employment (S4YE) is a multi-stakeholder coalition among public sector, private sector, and civil society actors that aims to provide leadership and resources for catalytic action to increase the number of young people engaged in productive work. The S4YE coalition includes Accenture, International Labour Organization (ILO), International Youth Foundation (IYF), Plan International, RAND Corporation, the World Bank, Youth Business International (YBI), Microsoft, the MasterCard Foundation, the Rockefeller Foundation, and the governments of Germany, Norway, and Albania. Discussions with several other potential partners are currently being finalized, as S4YE would like to further expand its partnership base. The S4YE coalition has an explicit commitment to work over a period of at least fifteen years to achieve its objectives. This timeline is proportionate to the size and scale of the challenge of understanding and addressing constraints to employment that young people face. In the coming years, the Coalition plans to sharpen its focus on innovation, piloting and scaling innovative interventions on youth employment, especially those that better connect supply-side with demand-side interventions, and working very closely with the private sector. This focus on innovative second-generation youth employment programs is an outcome of a meta-analysis of youth employment programs<sup>1</sup>. This report highlights innovative practices of 19 youth employment programs and will provide rich input to the design of the second-generation programs.

### About the S4YE Impact Portfolio

The S4YE Impact Portfolio (IP) is a group of **19 diverse and high-potential youth employment projects**, representing 15 developing countries from six continents. These projects were selected through a blind-process by independent reviewers.<sup>2</sup> All IP projects focus on one or more of S4YE's Frontier Areas and their selection was approved by S4YE's Board of Directors. It should be noted, however, that this is not a representative sample of youth employment projects globally. Moreover, this report is not an assessment of these projects' final impact, as most of these interventions are still being implemented.<sup>3</sup> This unique group of projects will serve as a collective "learning laboratory" for the S4YE coalition. Through the IP, S4YE aims to learn, assess, showcase, and support these innovative youth employment interventions.

### 1.1 Report objectives and background

**This report highlights the variety of different approaches and designs used by the 19 youth employment programs** (listed in Table 1) that make up the S4YE IP. It is based on the information collected during a series of consultations that the S4YE Secretariat conducted with each of the IP projects and is supplemented by documentation supplied by each project. Over the course of these

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<sup>1</sup> See Kluge et al (2016a).

<sup>2</sup> Projects were evaluated against the following selection criteria: scalability (actual or potential to scale); research and learning (evidence and potential for learning); project quality and sustainability; innovation; and S4YE value-add.

<sup>3</sup> For a more detailed and comprehensive assessment of what does and does not work in youth employment programs broadly, see also the S4YE stock-take report, which curates evidence on both supply and demand side: "S4YE Stock Take of What works and what doesn't in Youth Employment" - *forthcoming*

discussions, we heard interesting examples of how projects are designing innovative models to prepare young people for productive work and entrepreneurship pathways. We also heard examples of projects micro-innovating to overcome on-the-ground challenges that frequently arise during implementation, monitoring, and evaluation, which are highlighted throughout the report.

**TABLE 1. COMPOSITION OF THE S4YE PORTFOLIO**

Project Name	Country	Organization(s)
Education for Youth Empowerment (EYE) Bangladesh	Bangladesh	Save the Children
Digital Divide Data (DDD)	Cambodia	Digital Divide Data (DDD)
Youth Building the Future (YBF)	Colombia	Accenture & Plan International
USAID Higher Education for Economic Growth (“the USAID project”)	El Salvador	RTI International
Generation India	India	Generation: You Employed, Inc.
Kuza Project (Mombasa County Youth Employment Programme)	Kenya	UK Department of International Development (DFID) & Adam Smith International
Kenya Youth Employment and Opportunities (KYEOP)	Kenya	World Bank
UPSHIFT Project	Kosovo	UNICEF
National Volunteer Service Program (NVSP)	Lebanon	World Bank
New Employment Opportunities (NEO) Panama	Panama	IYF & Multilateral Investment Fund (MIF)
Educate! Rwanda	Rwanda	Educate!
Strengthening Rural Youth Development through Enterprise (STRYDE)	Rwanda	Technoserve & MasterCard Foundation
Skills to Succeed Academy (S2S)	South Africa	Accenture
Harambee Youth Employment Accelerator	South Africa	Harambee Youth Employment Accelerator
Via: Pathways to Work	Tanzania	IYF & MasterCard Foundation
FORSATI Program	Tunisia	ILO
Tounes Ta3mal	Tunisia	Silatech & Microsoft
Livelihood Program Targeting Entrepreneurship Skills and Business Creation (LP-ESBC)	Turkey	Habitat (Turkey) & YBI
U-LEARN 2	Uganda	Swisscontact & MasterCard Foundation

*Note: Some of the projects are multi-country projects; the country listed is the operation that is part of the IP. Each project has a full description in Annex 3.*

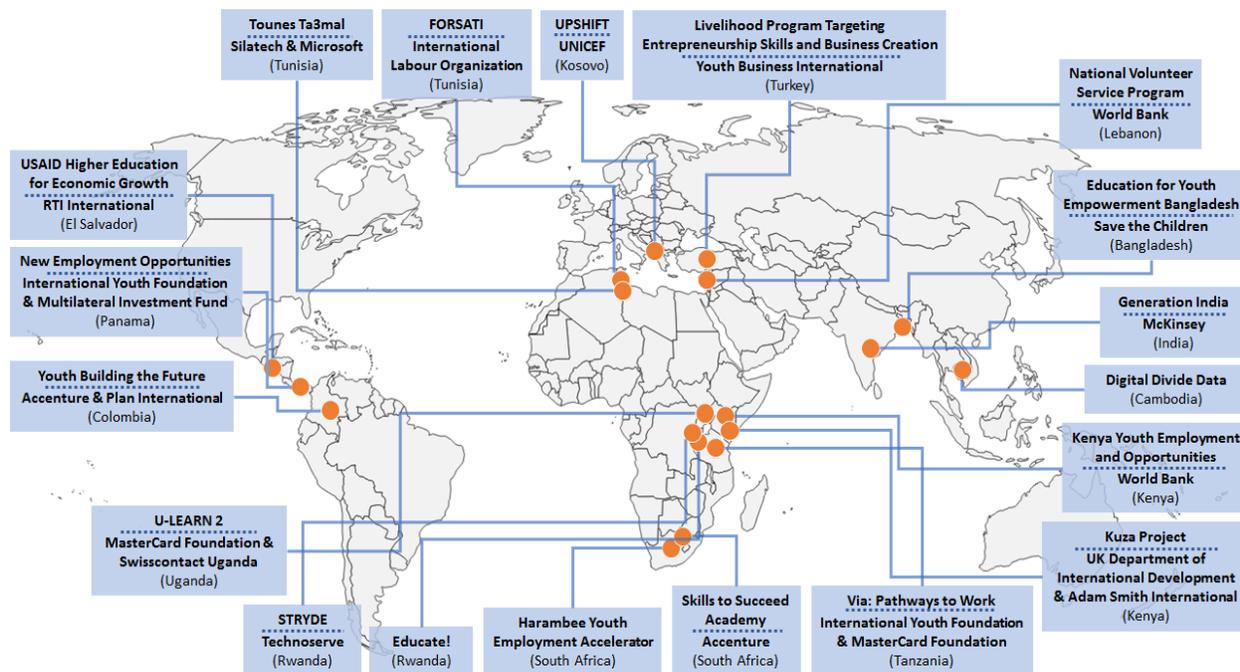
**The report has two main objectives.** The first is to provide youth employment practitioners with insights into important aspects of the design, monitoring, and evaluation of the 19 youth employment projects and to highlight the innovations and novel features that might be of interest to the broader youth employment practitioner community. The second objective is to launch a learning community of youth employment projects that facilitates their ability to learn from each

other and enhance their collective impact. This learning is structured to be in real time and ongoing, such that projects can incorporate tools and best practices without waiting for final end-of-project evaluations. More detailed lessons learned and discussions of the outcomes of IP projects will be covered in briefs that S4YE plans to produce as part of its learning agenda.

## 1.2 Overview of the Impact Portfolio projects

From inception, the IP was designed to have diversity among its member projects to enable the curation of best design practices that could help better respond to specific contextual challenges. This diversity spans several dimensions.

**FIGURE 1. IP PROJECTS ACROSS THE GLOBE**



First, the portfolio is diverse with respect to **scale and stages of implementation**. The IP’s collective reach is over 550,000 individuals annually, with a collective budget of approximately \$100 million<sup>4</sup>. The length of projects in the IP span from projects with phases/funding cycles of 2-5 years to others with ongoing operations and no anticipated closing date. Individual projects serve between 750 and 215,000 youth annually. Many projects aim to reach scale by working at the systems reform level<sup>5</sup> and increasing impact through cross-sector collaboration between public, private, and civil society sectors. Several projects are working at a national scale within various

<sup>4</sup> These figures are based on information made available by most projects. For the value estimation, we included annual budgets for projects that were ongoing operations and annual average budgets for those that provided budgets for a set number of years or implementation cycles. Estimations of project reach were done like value estimates. To arrive at an aggregate reach estimate, in some cases, we made conservative assumptions. Thus, the figure is a lower bound on the reach of the IP.

<sup>5</sup> Systems reform projects work with institutions and government to improve implementation of projects directly interacting with youth or the national youth employment environment. Systems reform projects include: capacity building, systems coordination, and policy advice and advocacy. This is elaborated upon in Chapter 2.

countries. For example, KYEOP is working across all 47 counties in Kenya, and Educate! Rwanda curriculum reform work is benefitting all students in the country’s upper secondary high schools.

Second, IP projects are located across **all major developing regions globally and developing country income levels**. They span 15 low and middle income countries<sup>6</sup>, including Latin America and the Caribbean (3 projects), South Asia (2), East Asia and Pacific (1), Europe (2), Middle East and North Africa (3), and Sub-Saharan Africa (8). Country income levels range from Uganda (per capita income: \$670) to Panama (per capita income: \$12,050<sup>7</sup>).

Third, there is a wide variety of **youth target populations**. Two projects – NVSP in Lebanon and LP-ESBC in Turkey – target refugees in the Middle East. YBF targets vulnerable youth affected by armed conflict in rural Colombia, while STRYDE vulnerable youth include those affected by the 1994 Rwanda Genocide against Tutsis. Target groups include all levels of education: youth with little or no education (EYE), high school students (Educate!), high school graduates (Harambee, Generation), and college students (Ta3mal, the USAID project). Some projects work with urban and/or peri-urban youth (EYE, U-LEARN 2, Via) and others with rural youth (STRYDE, U-LEARN 2, EYE). Projects also serve young entrepreneurs (LP-ESBC, STRYDE, and Via), as well as unemployed youth (FORSATI). Some projects target MSMEs (Kuza and KYEOP). However, low-income youth remain the most common target group of IP projects. All projects have both male and female beneficiaries and many strive for 50/50 gender parity.

**FIGURE 1.1. IP IMPLEMENTATION PARTNERS IN SELECT AREAS**



**Fourth, the group of organizations, funders, and implementing partners<sup>8</sup> involved with the IP projects is also diverse.** Multilateral and bilateral development agencies fund multiple projects. These include: The World Bank (NVSP, KYEOP, and EYE), ILO (FORSATI), DFID (Kuza), USAID (the USAID project, Generation, and NVSP), AFD (NSVP), and AusAID (UPSHIFT). Funding also comes from the private sector and foundations including: MasterCard Foundation (U-LEARN 2, STRYDE, Via, and Harambee), Microsoft (Ta3mal); Accenture (EYE, S2S, and YBF), and McKinsey (Generation). Other types of funders, such as the Jobs Fund in South Africa (Harambee), are also involved. Implementing organizations come from across the youth employment space and include civil society and non-profit organizations, private sector firms, donor organizations, and social enterprises. Most have multiple partners of different types within their implementation structure. There are over 1,000 implementation partners<sup>9</sup> working together with the main implementers of IP projects, including training institutions, secondary schools, universities, NGOs, public employment offices, government ministries, industry associations, and employers in the private sector.

<sup>6</sup> See Table 1 for the country list.

<sup>7</sup> Gross National Income per capita in 2015 reported by the World Bank.

<sup>8</sup> S4YE partners are involved in 12 of the projects, either as implementers or funders.

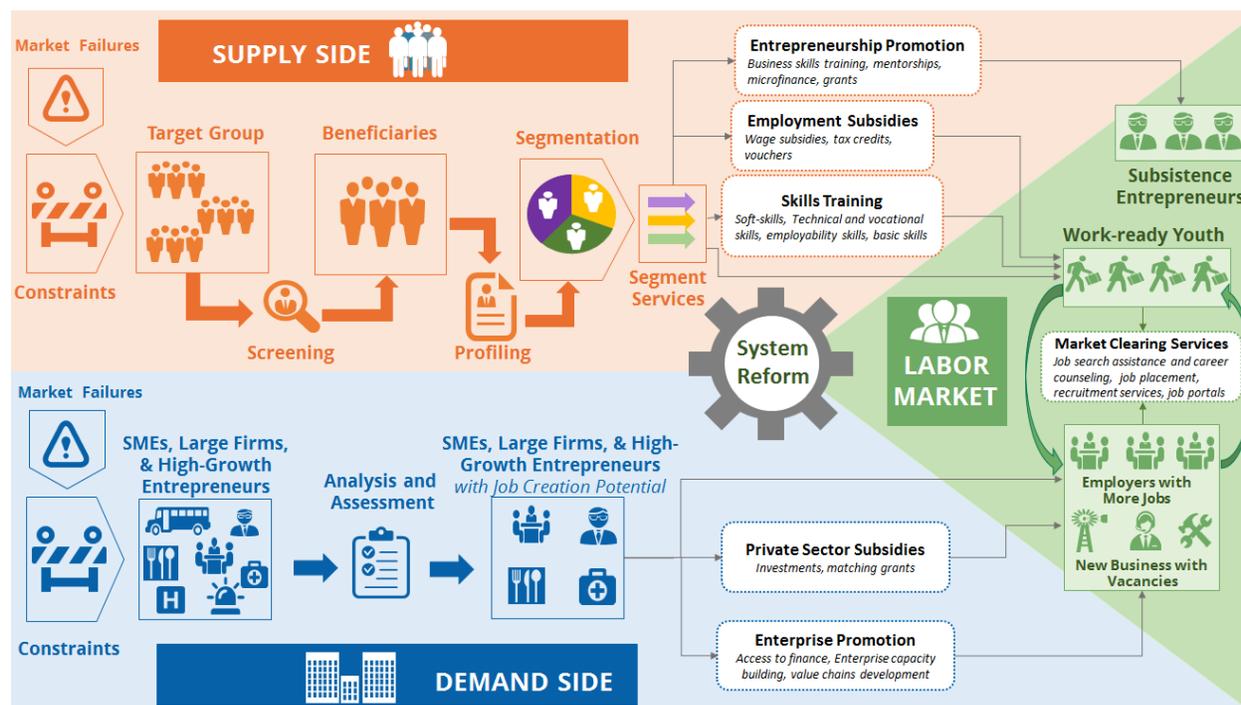
<sup>9</sup> Numbers of implementation partners and those listed in Figure 1.1 are rough estimates based on the information available from projects. Note, for some projects, these are based on implementation plans and partnerships are still currently being formed.

## 2. Components of Project Design<sup>10</sup>

This chapter highlights the variety of project designs in the IP, with respect to the services they provide and the type of engagement they have with participants. Evidence from a recent meta-analysis of youth employment programs makes it quite clear that the next generation of youth employment programs will need to take a more proactive and integrated view of both the supply and demand sides of employment in order to address the youth employment challenge.<sup>11</sup> S4YE is working to develop a set of evidence-based guidelines that will help practitioners develop more integrated approaches that better connect the supply side (youth) with the demand side (firms/farms).

The top of Figure 2.1 shows elements on the supply side. Youth often face multiple constraints that affect access to employment or their decision to enter the labor force (Robalino et al. 2013). These include gaps and mismatches in the technical, cognitive, and non-cognitive skills required in the labor market, limited social networks, lack of information on jobs and earnings, lack of capital, and little or no work experience. Although some of these constraints affect workers across all ages, they are often more severely binding for youth. In addition, some youth may face additional constraints based on their gender, ethnicity, or race.

**FIGURE 2.1. PATH THROUGH THE DEMAND AND SUPPLY SIDES IN YOUTH EMPLOYMENT PROJECTS**



The bottom of Figure 2.1 shows the demand side. Projects target SMEs, large firms, and entrepreneurs that face constraints towards creating jobs<sup>12</sup> (e.g. a business with insufficient

<sup>10</sup> A more detailed description of each of the 19 IP projects is in Annex 3 of this report

<sup>11</sup> S4YE: Guidelines for designing a second generation of youth employment programs- *forthcoming*.

<sup>12</sup> In some cases, this also includes improving existing jobs.

investments due to underdeveloped financial markets) through analysis and labor market assessments. They offer a combination of services (e.g. enterprise promotion) or financing (e.g. subsidies) to help entrepreneurs and enterprises grow, creating new jobs that can be filled by youth. High growth youth entrepreneurs may receive business skills and related training to start or grow their existing business. SMEs may receive advisory services. Value chains development can include support in linking youth businesses with specific value chains, usually in agriculture, through establishment and support of farmers' organizations and cooperatives or contract farming.

In the middle of the figure is a gear representing systems reform activities that create an enabling environment in which youth and youth employment projects can work effectively. Such activities (discussed further below) include curriculum reform and institutional capacity building.

**We group most IP project services into five major categories<sup>13</sup>: (1) youth skills training, (2) enterprise and entrepreneurship promotion, (3) market clearing activities, (4) systems reform (institutional capacity building, policy advocacy and reform, and systems coordination), and (5) subsidies and grants to enterprises.** Each category is discussed in section 2.1, below. We define an intervention as group of services being delivered that falls in one of the major categories and a project as a set of interventions working under a central organization.

### Summary definitions

**Intervention:** (1) Youth skills training, (2) enterprise and entrepreneurship promotion, (3) market clearing activities, (4) systems reform (institutional capacity building, policy advocacy and reform, and systems coordination), and (5) subsidies and grants to enterprises.

**Project:** A set of interventions working together under a single operation. For example, many projects combine a skills training intervention with a market clearing (employment services) intervention. A project may include both demand-side and supply-side interventions.

**Demand-side interventions:** Interventions that create new jobs for youth within existing employers, create new enterprises with job vacancies for youth, or improve the quality of existing jobs for youth.

**Supply-side interventions:** Interventions that train youth for the job market or help connect them with job opportunities. This includes both becoming self-employed or salaried workers.

**Segment:** A subset of a target population constrained in the labor market.

**Systems reform interventions:** Interventions that affect the labor market environment, including governments, institutions, and private sector associations.

**Direct implementation interventions:** Interventions that affect individual youth or employers.

**Market failures:** Market functions that lead to sub-optimal results from a social and distributional perspective.

*For a more exhaustive list of definitions, see Annex 1.*

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<sup>13</sup> Other major types of services delivered are direct employment (including public works) and subsidized employment but, since none of the projects in the IP deliver these types of services, we omit them.

## 2.1 The supply- and demand-side interventions of the IP

### **Skills training and entrepreneurship promotion are the most common type of intervention.**

Although most projects include multiple components (see Table 2.1), many projects focus on skills training and include follow-up employment services and/or develop youth entrepreneurs. Most have activities that connect with the private sector, whether through partnerships to connect employers and training providers or through employers executing parts of the training.

**TABLE 2.1. CLASSIFICATION OF INTERVENTIONS IN THE IP PROJECTS**

Project	Training and skills development	Entrepreneurship & enterprise promotion	Market clearing activities	Systems reform	Subsidies & grants
Digital Divide Data (DDD)	X		X		
Educate! Rwanda	X	X		X	
Education for Youth Empowerment Bangladesh (EYE)	X	X	X	X	
FORSATI			X	X	
Generation India	X		X		
Harambee Youth Employment Accelerator	X		X		
Kenya Youth Employment & Opportunities Project (KYEOP)	X	X		X	X
Kuza	X	X	X	X	
Livelihood Program Targeting Entrepreneurship Skills and Business Creation (LP-ESBC)	X	X		X	
National Volunteer Service Program (NVSP)	X			X	
New Employment Opportunities (NEO)	X		X	X	
Skills to Succeed Academy (S2S)	X				
STRYDE	X	X	X	X	
Tounes Ta3mal		X	X		
U-LEARN 2	X	X	X	X	
UPSHIFT	X	X	X	X	
USAID Higher Education for Economic Growth project	X		X	X	
Via: Pathways to Work	X	X	X	X	
Youth Building the Future (YBF)	X	X	X	X	X

**To understand on which side of the labor market IP projects operate, we use three pieces of information: (1) their participants, (2) constraints addressed, and (3) project objectives.** Supply-side interventions work with youth, removing employment obstacles, either at an individual or systems reform level. Demand-side interventions work with employers and entrepreneurs, removing job creation obstacles or improving the quality of jobs, either at an enterprise or institutional level. System reform interventions are common, but emphasis varies by project. For projects like Via and NEO, systems reform is their primary activity, while for others, like EYE and STRYDE, they are additions to direct implementation interventions.

### **2.1.1 Skills training interventions of the IP**

Skills training interventions aim to improve employability by addressing constraints in human capital (abilities, productivity, and knowledge) at the individual level. They are a response to the market failure causing inadequate levels of investment in human capital, both from a social and economic standpoint. (Note: In our report, we place training specifically aimed at improving business skills under entrepreneurship promotion activities.)

**Nearly all projects are involved in skills training and development in some way (Table 2.1).** Almost two thirds of the projects in the IP are directly implementing skills training interventions and for about a quarter of the projects, it is their primary intervention<sup>14</sup>. Projects with a focus on interventions in other categories have ties to skill training. For example, all IP projects that focus on systems reform are involved in improving skills training delivery in some form (Via, the USAID project, NEO, Educate!, FORSATI).

Skills training includes soft skills<sup>15</sup> and/or technical skills and is delivered through in-classroom, on-the-job, online, and other non-traditional settings. All skills training projects include soft skills training, typically adapted to the local context. Vocational and technical training<sup>16</sup> are included in 80% of IP skills training interventions. There is a wide range of technical and vocational skills covered, such as skilled trades (i.e., welding, plumbing), hospitality (i.e. customer service), electronics, retail and sales, and technology, among many others. Many of the settings are novel (discussed further in the innovations chapter). For example, in Lebanon, the NVSP uses volunteer opportunities for skills development. Multiple interventions deliver skills training virtually, including S2S, Ta3mal, and NVSP. Generation and Harambee develop skills by simulating the work environment youth would encounter at the job. Internships and apprenticeships are also common, often a bridge to a job with the participating employers.

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<sup>14</sup> S2S, EYE, DDD, NVSP, and UPSHIFT.

<sup>15</sup> By “soft skills”, we refer to socio-emotional skills, employability skills, life skills, 21<sup>st</sup> century skills, character skills, non-cognitive skills, and similar constructs. While we use the term, we do not seek to suggest that “soft skills” is the best terminology to describe the concepts. For a discussion of the roots of the terminology and the content it covers, see Sanchez, Valerio, and Gutierrez (2016).

<sup>16</sup> In our discussion, we do not include business-related or entrepreneurship skills training in this category.

**TABLE 2.2. SKILLS TRAINING INTERVENTIONS IN THE IP**

Project	Type of training				Content		
	In-classroom	Virtual / online	On-the-Job	Simulated environment	Basic skills (numeracy & literacy)	Technical & vocational skills	Soft skills
Digital Divide Data (DDD)	X		X			X	X
Educate! Rwanda	X						X
Education for Youth Empowerment Bangladesh (EYE)	X		X		X	X	X
Generation India	X		X	X		X	X
Harambee Youth Employment Accelerator	X		X	X		X	X
Kenya Youth Employment & Opportunities Project (KYEOP)	X		X			X	X
Kuza	X					X	X
Livelihood Program Targeting Entrepreneurship Skills and Business Creation (LP-ESBC)	X		X			X	X
National Volunteer Service Program (NVSP)	X	X					X
New Employment Opportunities (NEO)	X		X			X	X
Skills to Succeed Academy (S2S)	X	X		X			X
STRYDE	X					X	X
U-LEARN 2	X		X			X	X
UPSHIFT	X						X
USAID Higher Education for Economic Growth project	X		X			X	X
Via: Pathways to work	X		X	X		X	X
Youth Building the Future (YBF)	X		X			X	X

### 2.1.2 Entrepreneur and enterprise promotion interventions in the IP

Entrepreneur and enterprise promotion interventions address constraints faced by aspiring entrepreneurs or firms. These constraints often include low management and business development skills or lack of know-how to obtain or access to finance.

**Most interventions in this category involve entrepreneurship promotion and focus on removing constraints that prevent youth from becoming self-employed or creating micro-enterprises.** Most of these micro-enterprises normally do not scale up to become small- or medium-enterprises or large firms. In contrast, some IP projects provide enterprise support to entrepreneurs and SMEs.

**TABLE 2.3. ENTREPRENEURSHIP AND ENTERPRISE PROMOTION INTERVENTIONS IN THE IP** <sup>17</sup>

Project	Youth entrepreneurship development	Access to finance (youth or enterprises)	Capacity building for SMEs	Value chains development
Education for Youth Empowerment Bangladesh (EYE)	X			
Kenya Youth Employment & Opportunities Project (KYEOP)	X	X	X	
Educate!	X			
Kuza	X		X	
Livelihood Program Targeting Entrepreneurship Skills and Business Creation (LP-ESBC)	X	X		
STRYDE	X	X		X
Tounes Ta3mal	X			
U-LEARN 2	X	X		X
UPSHIFT	X			
Via: Pathways to work	X	X		X
Youth Building the Future (YBF)	X	X	X	

**Slightly less than half of the projects are directly implementing entrepreneurship and enterprise promotion interventions, most operating on the supply side (Table 2.3).** Entrepreneurship promotion is the primary intervention focus for LP-ESBC and STRYDE. LP-ESBC in Turkey works with refugees, a large portion from Syria, as well as underserved Turkish youth, by providing business skills development services, creating a pipeline of future entrepreneurs, necessary and relevant financial products, and mentoring. STRYDE in Rwanda supports rural youth through a bundle of services, including business skills training, mentoring, finance, and extended business development support.

All IP entrepreneurship interventions include business skills training, but with varying focus areas in their curriculums. For example, U-LEARN 2 does training in financial literacy, business idea generation, business operations, and market access; STRYDE builds the specific entrepreneurship skills needed to take advantage of identified economic opportunities in their communities (both farm and off-farm opportunities); LP-ESBC in Turkey has modules on developing business ideas, market assessment, introduction to business plan creation, and attaining funding. In Colombia, YBF’s curriculum covers issues like market segmentation, articulation of value propositions, customer relations, revenue flows, cost structure among others. UPSHIFT in Kosovo is combining approaches in social innovation and entrepreneurship to empower marginalized youth and

<sup>17</sup> Youth entrepreneurship development includes business skills and related training, business counseling, business plan design, and other similar advisory services. Value chain development includes support in linking youth businesses with specific value chains, usually in agriculture, through establishment and support of farmers’ organizations and cooperatives, contract farming and outgrower schemes, forming market linkages between producers and processors, SME development for value-added processing, and similar services.

adolescents to design social impact projects and enterprises and engender positive social change in their communities.

A key component of most IP entrepreneurship interventions is providing access to finance, which is structured in a variety of ways, including grants, loans, business competition awards, micro-leasing products, and savings groups. In Uganda and Rwanda, U-LEARN 2 and STRYDE take advantage of the learning group model, in which groups of beneficiaries partner to launch an enterprise and form youth savings groups to save and borrow together. Over time, youth can use this access to credit to create their own individual businesses. U-LEARN 2, STRYDE, YBF, Educate!, and others also help youth start savings accounts to build assets and protect them during financial shocks. Many projects provide financial education training alongside access to finance to educate youth on topics such as opening bank accounts, saving, and planning for the future. In Colombia, YBF leveraged partnerships through Plan International to get support from companies and gain seed capital for their graduates, mostly in-kind.

Kuza and KYEOP in Kenya have entrepreneurship interventions that have stronger demand-side design. Both projects are in Kenya and combine support to businesses with skills training. Kuza is (i) supporting existing SMEs in sectors identified as having high potential to grow and an increased demand for jobs that youth can fill through technical assistance (e.g. how to attain financing) and (ii) training a vulnerable population with skills relevant to those sectors. KYEOP will provide winners of their business competitions with significant seed funding to launch high job creation potential enterprises and provide them follow-up business developing services.

### **2.1.3 Market clearing interventions**

About half of the projects in the IP have labor intermediation interventions, serving a market clearing function that requires operating between the demand side and supply side (Table 2.4). While their level of engagement can vary across sides of the market, they address constraints that affect both youth and employers, such as information signaling, search costs, and absence of employment and recruitment services.

Training and market clearing go hand-in-hand; programs that focus on labor intermediation tend to offer skills training to connect the two sides of the market (even if not ‘in-house’), while projects focusing on skill training often follow it with employment services. Tounes Ta3mal in Tunisia is an online career counseling platform and jobs portal that maintains relationships with over 400 employers who, to date, have supplied 6,000 openings. As part of their services, they do an online psychometric assessment and supply career counselors to review the results with youth, helping them understand available opportunities and guiding them to their online courses (over 1,000), when relevant. As mentioned earlier, many with skills training also have market clearing interventions. Some, such as EYE in Bangladesh or YBF in Colombia, do active job placement after or in tandem with training, setting up MoUs or other contracts with employers to assure youth are placed in desirable positions.

**TABLE 2.4. MARKET CLEARING INTERVENTION IN THE IP**

Project	Job search assistance and career counseling	Job placement	Recruitment services (for employers)	Impact sourcing model	Jobs portal
Digital Divide Data (DDD)	X	X		X	
Education for Youth Empowerment Bangladesh (EYE)	X	X			
FORSATI	X	X			
Generation India	X	X	X		
Harambee Youth Employment Accelerator	X	X	X		
Kuza	X	X			
New Employment Opportunities (NEO)	X				
STRYDE	X				
Tounes Ta3mal	X		X		X
U-LEARN 2	X	X			
UPSHIFT	X				
USAID Higher Education for Economic Growth project	X				
Via: Pathways to work	X	X			
Youth Building the Future (YBF)	X	X			

**2.1.4 Systems reform interventions: institutional capacity building, systems coordination, policy advice, and advocacy**

It is important to recognize that interventions working at the systems level, carrying out (1) systems coordination, (2) institutional capacity building, and (3) policy advice and advocacy, entail distinct types of activities compared to interventions directly implementing skills training, entrepreneur and enterprise promotion, and employment and intermediation activities. Systems coordination and institutional capacity building are sometimes not recognized as distinct categories because they address constraints faced by institutions and the labor market broadly, rather than youth or employers. *Institutional capacity building* means improving the functioning of institutions that address capacity constraints related to human capital and productivity, data management, and evaluation, among other areas. *Systems coordination* facilitates the functioning of the youth employment ecosystem, addressing communication constraints by actors in the ecosystem, most often through multi-stakeholder groups or forums. Often, institutional capacity building and systems coordination will go hand-in-hand, but this is not always the case. *Policy advice* directly addresses the enabling environment by providing guidance on legislation or supporting the creation of public sector initiatives, both at the national and local government levels. Finally, *advocacy* involves drawing public attention to cultural practices and behaviors that prevent young

people from engaging in economic activities. All of these activities overlap with youth segment-specific services (discussed below).

**TABLE 2.5. SYSTEMS REFORM INTERVENTIONS IN THE IP**

Project	Institutional capacity building	Policy advice and advocacy	Systems coordination
Educate! Rwanda	X		X
Education for Youth Empowerment Bangladesh (EYE)	X	X	X
FORSATI	X		
Kenya Youth Employment & Opportunities Project (KYEOP)	X		
Kuza	X	X	X
Livelihood Program Targeting Entrepreneurship Skills and Business Creation (LP-ESBC)			X
National Volunteer Service Program (NVSP)	X	X	
New Employment Opportunities (NEO)	X		X
STRYDE	X		
U-LEARN 2	X		
UPSHIFT	X	X	
USAID Higher Education for Economic Growth project	X	X	X
Via: Pathways to Work	X		X
Youth Building the Future (YBF)	X	X	X

Many projects enable systems reform by building the capacity of direct implementers and about one quarter of IP projects focus their efforts on systems reform interventions (Educate!, FORSATI, NEO, Via, and the USAID project). Capacity building takes many forms. For NEO in Panama, the USAID project in El Salvador, YBF in Colombia Via in Tanzania, and Educate! In Rwanda, the focus is on curriculum improvements in schools and universities. Via, the USAID project, and NEO help TVET institutions and universities develop demand-driven curricula. Educate! advises on skills-based education reforms and experiential learning, also training teachers on the curriculum reform roll-out in Rwandan secondary schools. STRYDE also works in Rwanda to transfer their model and curriculum to partner organizations, as part of the sustainability exit strategy. Curriculum reform is not the only type of capacity building, however. ILO’s FORSATI builds the capacity of employment offices in Tunisia to be more demand-driven and have more efficient counseling (see section 3.1 for their innovations in this area). NEO builds the capacity of youth-serving institutions through an online Quality Assessment System, in which YSIs self-assess and develop improvement plans using IYF’s “Guide to Quality Standards” tool (see innovations section). Via also builds the capacity of vocational training centers in designing internship programs, career counseling, and job placement services. Monitoring and evaluation is another area where much of the capacity building happens; activities in this area are covered in section 4.3.

Systems coordination efforts are important components of over a third of IP projects. They usually involve creating formal, structured mechanisms between employers/industry groups and education providers, the public sector, and training institutions, (though coordination efforts are sometimes informal). For example, NEO Panama brings together the private sector and the government in sector strategy and skills councils; the USAID project created industry-higher education clusters to improve coordination between industry associations and universities; Via in Tanzania is setting up advisory committees comprised of private sector, government/TVET bodies, and youth (among other local/national Youth Economic Opportunity stakeholders); YBF Colombia has a “Smart Alliances” model that connects national policy, the private sector, local public institutions, and training centers; and EYE in Bangladesh created several forums including a national forum to bring NGOs together.

**IP HIGHLIGHT:**  
**Advocacy at work in Colombia**

Advocacy is a significant component of YBF’s work, enabling them to address their target population’s needs through additional channels. They have a presence in local and national government decision making bodies, compiling evidence to inform and influence policy. In the municipalities of Jamundí, Suarez, and Padilla of Valle del Cauca, YBF participates in technical roundtables to make youth employment issues a priority in policy around economic development and childhood and youth strategies. In addition, they have created youth roundtables that directly interact with and have representation in the municipalities. In the municipality of Cali, YBF participates in the Committee on Employability so that public/private partnerships in other areas, such as infrastructure, align with needs of youth. YBF also has an MoU with Colombia’s National Department for Social Prosperity to share evidence and influence social programs.

Most IP policy advice and advocacy interventions operate on the supply side, working to level the playing field for youth. The USAID project, in partnership with the Ministry of Education, is facilitating a consultative dialogue to develop the country’s first National Higher Education Policy. NVSP is supporting the national government to develop volunteering policy. Kenya’s KYEOP will work with the Ministry of Youth to strengthen youth policy development. UPSHIFT is supporting municipal governments to incorporate their model in local youth strategy and action plans. YBF in Colombia does advocacy at both the national and local levels, highlighting the main challenges their target populations face and providing guidance to help develop relevant policies.

## 2.2 Inclusion of disadvantaged youth

While all IP projects work on youth inclusion, they differ across sub-groups of the disadvantaged youth they target. Young women are often doubly disadvantaged because of their age and their sex. Social norms and inequitable access frequently require youth employment interventions to make a special effort to reach out to and include these participants. In EYE Bangladesh, only one young woman enrolled in a technical course with 40 spots offered and in Turkey, cultural customs of refugees caused women to avoid men in the classroom. Programs have addressed these challenges by reaching out to families (EYE), ‘genderizing’ life skills lessons (Via), encouraging female beneficiaries to take courses in male-dominated occupations (Kuza), reflecting gender differences in recruitment of Youth Leaders (Educate!), and setting enrollment targets for young women (multiple projects).

Including refugees and migrants in economic opportunities is another inclusionary focus of some IP projects. Two, LP-ESBC and NVSP, specially work to integrate Syrian refugees. Both provide psychological or socio-emotional support for refugees and have had to adapt to accommodate multiple languages. Other activities include teaching participants how to navigate the legal system (LP-ESBC) and designing a new soft skills curriculum (NVSP).

### 2.3 Engaging with participants: outreach, screening, and profiling

Projects' intake process and initial engagement with participants begins with outreach to the target group to garner interest. They use a variety of creative outreach and recruitment such as social media (see Chapter 3: Innovations), community mobilization, and "feet on the street" peer-to-peer outreach. This is combined with assessment and inclusion criteria to form the beneficiary group.<sup>18</sup> The services participants receive are often determined through profiling (supply-side) or further assessment (demand-side).

On the supply side, the heterogeneity of targeted beneficiaries will determine the balance between (1) using screening to form beneficiary groups (2) determining which services each beneficiary will receive through profiling. In most target groups, even when narrowly defined (e.g. rural youth affected by violence and armed conflict), there is variation in the constraints faced by youth in the labor market. While some projects have been successful working with highly targeted groups that face similarities in constraints and require a set sequence of service, other projects are unable or do not need to have beneficiaries with similar characteristics<sup>19</sup> and use profiling to customize services to individual participants.

A relatively greater emphasis on screening is being applied by those projects that rely less on partners for implementation. Harambee and DDD must balance service of their target population with novel sustainability models that have the potential enable them to be fully self-funded (discussed in the innovation section). Thus, screening methods are used to achieve both objectives simultaneously. The result of screening is the creation of cohorts of youth similar<sup>20</sup> along certain key characteristics, such as motivation and educational attainment, that will thrive from the identified intervention support. Nonetheless, these projects continually evolve and find ways to support more heterogeneous youth segments.

Nearly half of IP projects profile their participants. For FORSATI and Tounes Ta3mal, both job search and employment service platforms, profiling plays a key role in matching youth to the jobs or the support they need; both use a combination of data-based profiling and counselor-based case profiling. Profiling is commonly used in programs that have entrepreneurship and wage employment tracks to place youth in one or the other, such as in Kuza, YBF in Colombia, and KYEOP, usually through aptitude assessment tests. Profiling methods are discussed in more detail in the innovations section.

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<sup>18</sup> Assessments on the demand side are done through market and other analysis or through tools that evaluate applicants. Assessments on the supply side are done through screening.

<sup>19</sup> There are many factors that determine this, such as having to target youth of a specific characteristic uncorrelated with the constraints they face. In the case of rural youth in Colombia in armed conflict areas, they have different capacities/constraints.

<sup>20</sup> Generation, for example, alters the level of intensity and engagement.

When the target group is employers or entrepreneurs<sup>21</sup>, screening takes the form of market studies and business competitions. Two projects, Kuza and KYEOP in Kenya, have interventions that target employers. Kuza, which is close to finishing implementation, started with market assessments to find the sectors and SMEs within them that are both able to create jobs and whose new positions will be for youth. KYEOP uses business competitions to identify high capacity entrepreneurs who have a good chance of creating high growth startups.

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<sup>21</sup> See the section on entrepreneurship in section 2.1.2 that distinguishes between demand-side and supply-side entrepreneurship-related interventions.

### 3. Innovative Practices Across IP Projects

This section presents nine overarching themes highlighting innovations and interesting approaches in the Impact Portfolio. They are a combination of novel program design features, creative implementation tactics, new uses of technology, and new ideas for tackling youth employment. **Table 3.1** below summarize these themes and contrasts them with traditional program designs and implementation.

**TABLE 3.1: INNOVATION THEMES IN S4YE IMPACT PORTFOLIO**

<b>The Traditional Way</b>	<b>Innovations: New Ways of Doing Things &amp; “Micro-innovating” in Delivery</b>	<b>Relevance to Project Design</b>
Targeting criteria based on need (i.e., poverty, education background, vulnerability), and usually not combined with assessing motivation.	<b>Screening Youth for Motivation, Drive, &amp; Career Interests</b>	Screening & profiling
Training decisions about vocational offerings sometimes focused on traditional vocations, pre-existing curriculum and equipment TVETs already have.	<b>Incorporating Occupations of the Future in Training Offerings</b>	Skills training
Typically, classroom-based training, sometimes combined with internships/apprenticeship. Old-fashioned model of teacher standing in front of classroom.	<b>Innovating in Delivery of Skills Training: Workplace Simulation, Student-Centered Pedagogy &amp; Volunteerism</b>	Skills training
Limited use of technology platforms due to technology-related hurdles.	<b>Adopting technology for youth employment solutions: virtual training, one-stop job portals, and social media</b>	Skills, employment and intermediation services, and outreach
Behavior change is not structurally addressed in program design; incentives may not always be well-aligned.	<b>Applying behavioral-insights to shift perceptions &amp; nudge behavior change (youth career choices, employer hiring of vulnerable youth, etc.)</b>	Capacity building, systems coordination
Reliance on donor funding, implementation in cycles based on the funding structures/ funder guidelines (i.e. timelines or amount of funding indicated in RFPs).	<b>Devising new models in cost-sharing and sustainability</b>	Sustainability
Partnerships with private sector generally focused on ad hoc one-on-one engagement with employers. Link to private sector varies.	<b>Working with the private sector in new ways</b>	Skills training, employment and intermediation services, capacity building, systems coordination
Limited experimentation with new ways of supporting youth entrepreneurs.	<b>New models of supporting young entrepreneurs</b>	Entrepreneur and enterprise promotion
Not all projects have resources to provide stipends, social support, or structured mentoring.	<b>Helping most vulnerable youth succeed through mentoring &amp; social support services</b>	Cross-cutting

#### 3.1 Screening youth for motivation, drive, & career interests

##### A) Tools & approaches to select youth based on drive, will, and motivation:

In addition to identifying and selecting youth participants that have the greatest need for the intervention (based on income, educational background, unemployment history, level of vulnerability, and others), several projects are using tools to also identify a young person’s

motivation, drive, and commitment. The premise is that youth “who are hungry for change” have the “grit” and persistence to finish training and access opportunities to improve their livelihoods.

One example of this is the “**fire in your belly test**” developed by Generation. At first, Generation tried a few performance- and psychometric-based instruments available in the market, like Gallup’s Strength-Finder. They found that those types of assessment do not work well for the population of disadvantaged youth. Instead, they learned that task-based tests are more effective when assessing a young person’s persistence and ability to address the challenges they encounter during these tasks.

Another noteworthy example comes from Harambee in South Africa. **As a proxy for resiliency, Harambee only selects from youth candidates who have already completed secondary school, which demonstrates their persistence.** Harambee feels it does not have the solutions to deal with the range of socioeconomic and psychological factors typically faced by youth who have dropped out at this phase of its evolution. This high school completion requirement does not affect their ability to source female candidates, since young women represent 60% of its participants. One hypothesis is that many female candidates have children or family dependents and, therefore, an immediate need for an income.

Another requirement is that **youth must have been looking for work for at least six months before they come to Harambee.** This gives youth some appreciation for the difficulty of finding employment and fuels their hunger in the job search process. It also helps weed out issues of entitlement, so youth do not come with the expectation that they graduate high school, come to Harambee, and immediately get a job. Once youth candidates meet these criteria (as well as need-based criteria discussed), they are invited to Harambee regional centers for two days of assessments on numeracy and literacy, learning potential (see IP Highlight, right), and behavioral attributes.

**IP HIGHLIGHT:  
Harambee’s “Learning Potential”  
Test**

This test is based on psychometric design that measures a young person’s fluid intelligence and ability to quickly learn something in a new environment. Harambee’s data from over 1 million assessments to-date show that, even if 95% of youth have low numeracy scores, over 70% have the potential to do well in a new job suitable for first-time work seekers and to learn quickly.

**B) Tools & approaches to help youth find good-fit careers:**

Several projects in the Impact Portfolio have creative models to help youth self-assess their passions, personalities, and strengths and find the fit within existing opportunities. For example, Microsoft and Silatech’s Ta3mal platform in Tunisia includes the use of online psychometric self-assessment tool to guide youth in career choices based on their personality, interests, and individual attributes. Certified career counselors help youth interpret the results of the tests through one-time, virtual, individual sessions. At that point, counselors provide advice to youth regarding next steps they might take to further explore career options and additional education and training. Similarly, Harambee’s psychometric tests for youth candidates in the job matching process include an assessment of the degree to which youth candidates have personalities and interests consistent with the intrinsic characteristics of targeted professions (for example, whether a candidate applying for a sales associate position is extroverted and enjoys being around people).

**IP HIGHLIGHT:  
EYE's approach to career guidance in  
Bangladesh**

Traditionally, many parents and youth have interest in general education and place less importance on technical /vocational training or employability skills. To address this, EYE conducts community mobilization to raise awareness on long-term benefits of vocational/skills training, and to remove social and cultural barriers particularly for young women. It also conducts career counseling with youth at the onset to set a vision for their careers (“Who Am I? What is My Dream?”), and facilitates pre-enrolment visits to training programs to provide exposure to different trades/occupations.

In Tunisia, the FORSATI project allows youth to meet with career counselors, who help them develop and **sign a personal action plan for their career exploration and job search process**, to be executed over the following 6 to 12 months. The contract commits them to the menu of employment services offered, ensures high levels of commitment, and reduces the likelihood of dropping out. Also, youth are sorted into three different categories based on the degree to which they have defined their career and training interests. This allows FORSATI to tailor the level of intensity and hand-holding to the needs of the youth.

Moreover, both Generation and Harambee provide **work-simulated training which gives young people a firsthand taste of the job, before they start**

**working.** Aspiring nurse assistants can see if they are comfortable changing bedpans or if they are empathetic as they interact with hospital patients. They also provide **job shadowing opportunities** with current employees to experience the job for the first couple of days. Youth can shadow a nurse assistant in a hospital to see if they like it. The exercise acts as a self-certification that helps students determine their own inclination towards the role and prevents job shock when they eventually get placed.

The approach exposes both the good and the unglamorous aspects of any entry-level job, so youth enter the workplace with more realistic expectations. Generation and Harambee have found that one of the primary reasons young people leave a job in the first month is a mismatch in expectations around on-the-job experience. At first, Generation saw over 60% attrition in the first month, but the new practice of job shadowing has resulted in much higher levels of youth retention with employers.

### **C) Tools for encouraging entrepreneurship:**

Identifying the youth most likely to succeed as entrepreneurs is challenging to predict. There are existing psychometric tests of entrepreneurial aptitude such as the Entrepreneurial Finance Lab (EFL), but these instruments are too sophisticated and usually designed for “opportunity” entrepreneurship. They may not work well for poor and low-income youth in cases of “necessity” entrepreneurship. As a result, the World Bank’s Kenya Youth Employment and Opportunities (KYEOP) project is experimenting with **the design of a youth-friendly entrepreneurship aptitude test.**

Like many other youth employment programs, KYEOP offers two training tracks, one for skills training for wage employment, which can be limited in informal economy contexts (like Kenya), and another for self-employment/entrepreneurship. Youth often opt for the self-employment training track and KYEOP is developing a new tool to give youth more structured guidance for their decision. The youth entrepreneurship aptitude test will be simple, easy to administer, and

easy for youth to understand. It will ask about past experiences in self-employment and business interests and will also assess socio-emotional skills. KYEOP is reviewing the entrepreneurship assessment literature to ground the design of this test in the literature review.<sup>22</sup>

### 3.2 Incorporating occupations of the future in training offerings

Several projects in the Impact Portfolio are preparing youth for future-oriented jobs in sectors and industries that show potential to have sustained growth and the ability to absorb youth employment over the coming years.

**Digital age jobs:** Technology unlocks a wide range of job opportunities for youth talent with digital skills. One such area is impact sourcing.<sup>23</sup> Impact sourcing often focuses on the business process outsourcing (BPO) industry. Digital Divide Data (DDD) is one of the pioneers in impact sourcing. Its model is to train disadvantaged youth in Cambodia<sup>24</sup>, including youth with disabilities, in digital skills such as data entry, digitization, record management, scanning, and Photoshop, among others. In addition to digital skills, youth also receive training in computer skills, English, and soft skills, so they are work-ready. After a period of two to three months of training, youth are matched to task-based job assignments, such as transcribing and digitizing information or tagging audio and video files from BPO clients like Silicon Valley corporations, technology startups, and large universities.

Once youth are matched, they also receive project-specific training, as necessary. Youth are placed in a wide variety of assignments with clients ranging from research services (e.g. market research, web research), data entry and conversions services (e.g. academic data entry, database content and support, survey digitization), digital publishing services (e.g. XML enhancement/conversation, eBook conversions, journal digitization), and digital library services (e.g. digitization of archives, newspaper digitization). One of the biggest clients is a Danish clothing brands company, where over 150 youth edit photos of clothes through Photoshop.

As they work in these digital jobs, some youth also apply for and receive scholarships from DDD for university studies where they often study technology or business-related majors. After graduation, many go on to work in telecommunications, banking, government, and other industries using the foundational technological and soft skills they developed through DDD.

As another example, LP-ESBC in Turkey trains youth in advanced technology skills. Habitat is helping Syrian refugees using a multi-stakeholder approach, with the support of YBI – including youth refugees – for local inclusion in Turkey, supporting them as they start new businesses or find jobs. They train refugees using various livelihoods curricula which include trainings in

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<sup>22</sup> For example, the recent experimental study from Togo by Campos et al (2017) on the impact of a soft skills personality-based training program for entrepreneurs is informing KYEOP's design of the test. The results show that business owners who received entrepreneurial personality training work longer hours and introduce more products.

<sup>23</sup> According to the Global Impact Sourcing Coalition (GISC), impact sourcing is an inclusive employment practice through which companies in global supply chains intentionally hire and provide career development opportunities to people who otherwise have limited prospects for formal employment (e.g. youth with disadvantaged backgrounds) to deliver business outcomes. According to Avasant, an estimated 10 percent of the total BPO global employed workforce works in Impact Sourcing and the number is growing. See Bulloch and Long 2012.

<sup>24</sup> DDD also works in Laos and Kenya, but we are focused on Cambodia for the Impact Portfolio.

software, hardware, coding, website design, mobile app development, 3D printing, drones, and analytical thinking.

***Science, technology, engineering, and mathematics (STEM) jobs:*** In the U.S., it is projected that over 70% of jobs will require core skills in science, technology, engineering, and mathematics (STEM).<sup>25</sup> Basic STEM literacy as well as advanced STEM knowledge are also likely to become increasingly important in many developing countries as they grow and innovate.

A few projects in the Impact Portfolio are educating and training youth in STEM-related fields. In El Salvador, the USAID project is helping Salvadoran universities upgrade their STEM curriculum, particularly for undergraduate programs in engineering and computer science/information technology. Project subcontractor Rutgers University is helping seven higher education institutions structure a new five-year information and communications technology (ICT) curriculum to respond to industry needs and ICT global trends. The upgraded curriculum will include one year of pre-engineering (including mathematics, physics, humanities, and writing elements), 2.5 years in computer science, and 1.5 years in specialization in high-demand fields such as E-commerce, data security, software development, digital animation, and networks.

***Healthcare jobs:*** Population and economic trends indicate that healthcare sectors will grow in emerging markets and developing countries. An expansion of the middle class, more consumer spending on healthcare, and increased government investment in health, alongside aging populations, increased lifespans, and increases in some types of lifestyle diseases will continue to drive demand for healthcare services.<sup>26</sup> At the same time, many developing countries are experiencing a shortage of health care workers. The World Health Organization (WHO) projects that 40 million new health and social care jobs need to be created globally by 2030 to meet Sustainable Goal 3 of universal health coverage.<sup>27</sup>

Generation India has identified the high potential of the healthcare sector to absorb youth, if trained for healthcare jobs. It trains young people as General Duty Assistants, who work with nurses and other healthcare professionals to provide patient care, with leading hospital chains or as home nursing assistants with homecare providers.

***Energy/green jobs:*** The International Renewable Energy Agency estimates that, worldwide, the Green Energy sector is expected to create 16 million jobs by 2030. Growth in green energy also has the potential to impact other key sectors of the green economy, according to ILO, such as agriculture, forestry, fishing, energy, manufacturing, recycling, building, and transport. This represents a promising area of future employment for young people. One example is the Kuza project, which works on the waste management value chain in Mombasa County. Kuza supports the creation of new employment opportunities for young people in the county by stimulating growth in the demand for waste management, such as collection, sorting activities, which, in turn, increases the supply of resource-rich waste for further processing and recycling.

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<sup>25</sup> Carnevale et al 2013

<sup>26</sup> Pompa 2014

<sup>27</sup> Józwiak, G. (2017). "Could unemployed youth solve the health care worker crisis?" Devex news article.

Another example is the USAID project, which targets energy and energy efficiency. Private sector leaders in El Salvador report that the energy sector needs skilled graduates in clean energy, solar energy, energy efficiency, photovoltaic and solar panel installation, and geothermal engineering to help the country's industry grow. The project is currently working across six universities and with the energy industry association to both create new curricula relevant to the energy sector and upgrade existing ones to produce the next generation of skilled professionals and technicians. Additionally, the project is working to integrate Leadership in Energy and Environmental Design (LEED) certification - one of the most recognized certifications in the energy efficiency field – into the curricula of engineering degrees.

**Construction and logistics jobs:** According to Global Construction 2025, construction is one of the largest industrial sectors, expected to account for 13.5% of global output by 2025. Demand for infrastructure from national governments, rapid urbanization, and increasing populations across the developing world are expected to be key drivers of ongoing growth. Several projects across the portfolio are working to prepare youth for jobs in construction and logistics. The U-LEARN 2 project in Uganda is targeting construction as one of three sectors of focus, due to the country's urbanization and growth in oil sector.

As another example, NEO Panama's sector analysis found that construction and logistics were among the sectors with the greatest need for trained personnel. During Panama's 10-year period from 2001 to 2011, construction contributed to nearly 19% of the new jobs created in Panama. An IDB report on logistics found that 45% of businesses reported difficulty finding skilled employees, particularly young people. As a result, NEO Panama is targeting construction and logistics as two of the three sectors in which the project is working to address the skills gap.

**Hospitality and tourism jobs:** The hospitality, travel, and tourism sector is among the world's largest employers. According to the World Travel & Tourism Council, travel and tourism generated 10% of global employment with more than 260 million jobs in 2015. It is expected to generate 73 million new jobs by 2022. Several projects are training youth for jobs in hospitality and tourism, including U-LEARN 2 in Uganda, YBF in Colombia, NEO in Panama, Generation in India, and Harambee in South Africa. NEO targets tourism because it has been a strong driver of job creation for the Panamanian economy, accounting for 50% of all new jobs from 2001 to 2011. In India, Generation is placing youth in jobs as food and beverage stewards with leading hotel chains (4/5 star hotels) and quick service restaurants.

Hospitality and tourism is a labor-intensive industry supporting a wide variety of jobs for women and youth in low- and semi-skilled positions. Examples of positions include direct service personnel (housekeepers, servers, kitchen workers, bartenders), hotel management, front desk reception, marketing, facility maintenance, and customer service. There are opportunities for upward mobility in this sector and it also has career opportunities for youth with college education and skills in areas such as management, operations, technology, and business.

**Agri-business and modern agriculture jobs:** As noted in S4YE's 2015 baseline report, in most regions across the developing world, agriculture is the main sector of employment for both adults and youth with almost 70% of total employment in low-income countries globally. This is particularly the case in Sub-Saharan Africa, where the report shows agriculture is the leading

employer accounting for about 60% of total employment. Much of employment in agriculture is labor-intensive, low-skill work through small-holder farms and subsistence agriculture. However, there is potential to modernize agriculture by connecting production to global supply chains, increasing value-added processes, using new technology and capital, and growing international and domestic demand (Filmer and Fox, 2014). There are multiple entry points to employment for young people in the food system beyond agricultural production including food storage, processing, distribution, transport and logistics, retailing, preparation, restaurants, and other services that together include a relatively larger share of jobs and economic opportunities.

A few examples from the Impact Portfolio show how youth can be connected to modern agriculture practices. The STRYDE project in Rwanda supports young entrepreneurs in Rwanda’s agriculture value chains. It trains youth in business management, confidence building, and financial literacy, and provides nine months of aftercare services to help youth with access to financing and technical support with their farming enterprises. STRYDE has helped youth who are farming just one or two crops, like garlic or Irish potatoes, to grow their farming business, renting more land and growing additional crops for further income.

### 3.3 Innovation in the delivery of skills training

#### A) Delivering job-specific, simulated-workplace training:

An innovative model emerging in the design of skills training is workplace simulation training, set up to mirror the work environment and job tasks for available job vacancies. For instance, training may be set up to reflect a warehouse setting for factory jobs (Harambee in South Africa, EYE in Bangladesh), or to mirror a hotel room where youth can learn to make beds and fold linens and towels (YBF in Colombia). This allows youth to practice the job before they set foot into the actual job placement. The training is designed to reflect boot camp-style training in the sense that it is short (on average, 5-12 weeks) and rigorous.

#### IP HIGHLIGHT: Designing work-simulated environments

Harambee and Generation run hard-nosed diagnostics with employers to understand the work environment and conditions like hours, wages, job tasks, and work attire. They assess the culture of the organization, how teams are structured, and the performance metrics against which employees are measured.

Harambee (which calls their model a “bridging program”) and Generation focus on sectors and jobs – often middle-skill jobs – that struggle to find entry-level workers with the right qualities and skills. Sectors include healthcare, retail, hospitality, sales, technology, financial services, business process outsourcing, skilled trades, and more.

Harambee and Generation train youth not just for skills, but also for the attributes to be high-performing employees. Instead of asking employers which skills are important, they find high performing individuals already doing the job, shadow them, and benchmark their work behaviors to create a behavioral picture of what is required for success in the job. Generation also maps their daily tasks and activities and identifies the “breakdown” moments of inefficiency, bottlenecks, or other performance challenges. From there, Generation works backwards to design the training program customized for specific jobs. Training is over 80% practical, in an immersive environment

where youth spend a lot of time practicing and repeating job activities, focusing on overcoming breakdown moments. Similarly, Generation India trains youth for nurse assistant jobs; one key aspect of the job is managing a nurse shift change. Generation's training helps youth practice simulated shift changes, teaching youth to be punctual, make a plan to cover all patients during the shift, and take notes of patient treatment plans.

Both projects blend job-specific technical training with preparation in the behaviors, attitudes, and soft skills (e.g. teamwork, adaptability to change, professionalism, and persistence) required for success in the workplace. For example, for entry-level cashier positions, youth are trained to use the cash registers and scanners, memorizing codes for fruits and vegetables; at the same time, they are taught to create a good client experience for customers and to adopt a client-service attitude.

## **B) Developing Practical and Soft Skills through Student-Centered Pedagogy:**

The term “student-centered pedagogy/learning” refers to a wide variety of instructional approaches, educational programs, and learning experiences that address the distinct learning needs, interests, backgrounds, and aspiration of individual students and groups of students and help them develop practical and soft skills, like communication and analytical skills, inside the classroom.<sup>28</sup>

Educate! Rwanda<sup>29</sup> uses “Skills Labs” inside the classroom. Borrowing from the term “science lab”, Skills Lab is the experiential education pedagogy aspect of their model. During Skills Labs, students focus on interactive activities and always involve three stages of approaching a subject: building skills, practicing, and presenting. After the teacher introduces a concept or framework (building skills), students spend time doing activities in small groups with their peers, where they must solve problems together, reach consensus on activity outcomes, work through any conflict (practicing), and then present their findings to the classroom (presenting). Other Skills Labs activities include role-playing, large group discussions, and interactive exercises. In Skills Lab, learning does not happen through rote memorization of facts and figures, but rather through hands-on activities that help students apply new concepts and knowledge.

This is a shift away from traditional models, in which teachers stand in front of the classroom, and requires a mindset shift and behavioral change on the part of teachers. Educate!'s ongoing work in Rwanda is focused on supporting the roll-out of curriculum reform by helping to build the capacity of teachers to use student-centered pedagogy through a training of trainers (TOT) model and close support to teachers inside the classroom.

As another example, the USAID project is working with over 12 universities in El Salvador to gradually transform faculty teaching and classroom practice into a student-centered approach that more actively engages student learners in the construction of their own knowledge. In El Salvador, professors tend to rely on lecture, theory, and rote learning teaching methods, and provide limited

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<sup>28</sup> <http://edglossary.org/student-centered-learning/>

<sup>29</sup> Educate! works within the formal secondary education school system in Rwanda, which, in 2016, reformed its upper secondary curriculum to be skills-based. In this educational reform, Educate! advised the government on the content of the reform. Skills Lab is one aspect. Every Rwandan student in upper secondary school – 215,000 students annually – is required to take courses in this reformed curriculum. The curriculum includes leadership, entrepreneurship, and workforce readiness skills, such as critical thinking, communication, teamwork, presentation, and confidence building.

opportunities for students to learn the subject matter through hands-on or practical applications. Industry representatives in El Salvador, however, expressed that they are looking for graduates who have practical understanding of theory, can apply the scientific method to solving problems, and can work in teams. Thus, the project has been delivering a “21<sup>st</sup> Century Pedagogy” training program to Salvadoran faculty to upgrade their teaching methods and learn how to teach students the soft skills required for students to thrive in the modern workplace. The faculty training series includes modules like “Curriculum Design in the Classroom,” “Student Focused Assessment,” and “Applied Learning.” Professors are learning about how students learn and are given tools on how to structure their classrooms in new ways, e.g. hands-on projects, small group work, discussion and debate, role playing, case studies, and problem-based learning.

*“With the 21st Century Pedagogy course, I learned new teaching and evaluation methods. I now know online tools and games to keep my students focused. By strengthening my abilities as a teacher, I can help them become better professionals.”*

- Professor from Catholic University of El Salvador (UNICAES)

Additionally, IYF is integrating its Passport to Success® (PTS) life skills curriculum into the Tanzanian training system as part of its capacity strengthening work with Via implementing partners – the Vocational Education and Training Authority (VETA) centers and Tanzanian Entrepreneurship and Competitiveness Centre (TECC). PTS is a highly-interactive 80-module curriculum that has impacted more than 185,000 young people in over 50 countries and 20 languages, with critical skills such as self-confidence, conflict management, responsibility, respect, cooperation, and teamwork. The TOT model uses a youth-centered approach that promotes role-playing, hands-on exercises, and practical applications to strengthen the capacity of vocational and entrepreneurship instructors in Tanzania to effectively transfer life skills to young people.

### **C) Developing Soft Skills through Volunteerism and Youth-Led Community Enterprises:**

Young people often form soft skills outside of a training environment or classroom, through experiences like volunteering and starting enterprises or community projects to address problems they see in their local communities.

NVSP and UPSHIFT are two projects using volunteerism and social entrepreneurship, respectively, to impart soft skills among young people. In Lebanon, NVSP provides Lebanese youth and Syrian refugees<sup>30</sup> with volunteering opportunities to develop leadership skills, work in teams, and address community problems, particularly in environments where job opportunities are scarce. Youth learn of volunteer projects hosted by NGOs or companies in Lebanon through an online portal that matches interested youth to available opportunities. Examples of volunteer projects from Phase One include installation of water tanks, raising community awareness about health issues, providing winter clothes for Syrian refugees in Lebanon, and cleaning up local neighborhoods (i.e., picking up trash, painting fences). In addition to hands-on volunteering, youth volunteers undergo soft skills training through a curriculum that incorporates the Lebanese context (mandatory 20 hours per volunteer). Another interesting feature of this program was a requirement

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<sup>30</sup> Phase one of NVSP (2011-2016) targeted Lebanese youth and Phase Two of NVSP (2017-2018) is targeting both vulnerable Lebanese youth and Syrian youth refugees from host communities in Lebanon.

for at least 30% of Lebanese youth to volunteer outside the community they live in, teaching youth to interact with people of different backgrounds and build social cohesion. Skills in conflict management and cross-cultural skills are highly relevant skills for the workplace that youth can apply in their job experiences.

On the other hand, the UPSHIFT project in Kosovo is helping youth develop soft skills and entrepreneurial competencies by supporting them to establish grass-roots, youth-led social ventures. Anchored in human-centered design and experiential learning practices, UPSHIFT’s social entrepreneurship curriculum is designed to instill in youth professional and transferable skills like problem solving, team dynamics, and communications. UPSHIFT also trains youth in the identification of community problems and in the design and leading of social enterprises to address these problems. (Note: Educate! Rwanda’s curriculum also teaches leadership and community participation, and encourages students to identify community needs and build projects and/or student businesses to address these needs.)

### 3.4 Adopting technology for youth employment solutions

#### A) Digital platform to deliver virtual skills training:

Accenture’s *Skills to Succeed (S2S) Academy* is leading the use of technology to deliver skills and employability training exclusively online. They are calling it the “flight simulator for the world of work.” S2S Academy is an interactive online portal that takes young people through the journey of understanding careers (“You and Your Career”), finding a job (“Getting a Job”), and navigating the workplace experiences (“Success in Work”). The Academy takes a modular approach across 36 modules (roughly 25 minutes each). Youth users choose which modules they take based on personal needs and interests.

#### Accenture Skills to Succeed Academy:

##### Performance Simulations

- Learning by doing
- Simulated interactions
- Virtual Coach and Feedback

##### Computer-Based Training

- Interactive learning
- Multiple characters
- Videos
- Quizzes
- Feedback Surveys

The training is very interactive and uses advanced learning technologies, gaming techniques, role-based simulation, and videos. The modules are centered around eight core characters based on real-life scenarios, e.g. a single young mother or a young offender with a criminal record. Young people helped design the content so it uses vocabulary and visual images that they can relate to. The youth characters are going through the jobseeker process and their stories flow through the virtual modules as examples for users. In one story, a young woman Leila wants to be a DJ, but her mother wants her to be a lawyer. The module unpacks prejudices and teaches young people that they need to do research to understand careers and think about different career options.

Ten of the 36 modules are based on performance simulations in which youth can practice what they learn in a safe environment. One exercise allows youth to practice the different ways he or she can greet a receptionist for an interview, teaching the lesson that the interview starts from the moment they walk through the company door. Youth learners have an opportunity to self-correct and, if they do not, they go into a feedback zone. Other topics covered include writing CVs, networking, self-identifying soft skills from life and school experiences, dressing for work, and

interacting with work colleagues, among other topics. Davin, the Academy Coach, guides young people through the various training options.

Another highly innovative feature of the S2S Academy is the use of Raspberry Pi devices to open the technology platform to training partners who operate in regions with poor internet connectivity and/or where data is prohibitively expensive, as well as areas where there is no internet connection, such as townships in South Africa. A Raspberry Pi device is a tiny hand-held portable device that can store all the Academy content; it can be plugged into a local area network (LAN) or act as a Wi-Fi hotspot and allows up to 50 users in the same room to use the Academy.

### **B) One-stop shop youth employment digital platform:**

Microsoft and Silatech's Tounes Ta3mal platform in Tunisia is the country's first online employability portal supporting youth employment and job placement. It provides young job seekers with career guidance, referrals to skills training, online entrepreneurship education, and job matching.

The project's theory of change says that, to be ready to engage successfully in productive employment, young people require support and development on multiple fronts. Specifically, these include support through the following stages: self and labor-market awareness, skills development, work readiness, and access to jobs. Ta3mal supports youth through each of these stages. It helps youth self-assess their career interests and increase their awareness of local labor markets through psychometric assessments and virtual individual sessions with certified career advisors. Youth users also have access to over 1,000 e-learning courses and to trainings provided by local partners to support their technical skills development. The portal provides youth with access to thousands of entry-level job opportunities in IT, retail and services, marketing, management, and other industries.

### **C) Tapping into social media to reach the digital generation:**

Several projects are using social media to conduct outreach to youth target populations and help spread the word about their programs and offerings to help young people find employment. YBF in Colombia uses Facebook to share information with beneficiaries about job openings, course offerings, job fairs, scholarship, events, and other information. They also use Facebook to manage alumni groups. As another example, in South Africa, youth can submit applications for Harambee's services through social media accounts. Some projects are also using mobile apps to share information with youth. Many projects are using social media, WhatsApp, and mobile platforms in new ways for M&E purposes (see M&E Section).

Moreover, Harambee's experience has been that jobs are often found through social networks and that youth who do not have networks are disconnected from potential job opportunities. In South Africa, they have seen that as much of 85% of jobs are found through social networks. To address this, Harambee partnered with LinkedIn and RTI International to design a LinkedIn training curriculum for disadvantaged youth that introduces young people to the site and helps them understand how to use digital platforms for finding jobs, networking, and building professional contacts. They are conducting an RCT to test this approach.

### 3.5 Applying behavioral insights to change perceptions & nudge behavior change

**Shifting youth perceptions of careers with stigma:** A 2014 ILO study revealed that agriculture is the least popular occupation among Ugandan youth, yet Uganda is the sub-Saharan country with the highest proportion of youth working in agriculture, with 3 out of 4 working in the sector. A big challenge for projects working in agriculture is that youth equate the field with the back-breaking labor of their grandparents' and parents' generation.

The U-LEARN 2 project in Uganda and the STRYDE project in Rwanda are working to counter biases against careers in agriculture among the youth. They show that modern-day agriculture is different than what they witnessed growing up in their families. For example, the projects have agribusiness companies come and talk to youth groups and show them the technology and modern agronomy practices used. They also have mentors from the community explain how agriculture can match up their career aspirations and describe how it can be a profitable choice if they adopt modern practices, have support to access markets, and grow their business.

#### IP HIGHLIGHT:

##### Ta3mal's career pathways in the private sector

Ta3mal platform in Tunisia is helping attract youth to career pathways in the private sector. Youth in the MENA region generally prefer government careers because they are considered more prestigious and are seen as offering more job stability for life; youth often queue up for years waiting for a public-sector job. Silatech is helping to shift youth career interest and preferences by showing them the potential of private sector jobs in information technology, business, retail, marketing, and other industries.

#### IP HIGHLIGHT

##### Via's "genderized" life skills curriculum

Via is designing a strategy to "genderize" its life skills curriculum. They need to do a lot of training and mindset shifting so TVET staff become more sensitized to the issue. Through career guidance, the project also helps young women explore other TVET technical tracks in male-dominated fields that have higher salaries and benefits. It often boils down to power dynamics, and projects have to address the participation of young men in the process.

#### Attracting young girls to non-traditional fields:

Attracting young women to career fields that tend to be dominated by males, such as STEM, skilled trades, and others, is a challenge because it runs counter to cultural and family norms. Young girls face societal pressures to avoid some of these technical professions. Often, information dissemination and demonstration effects are needed to help shift decision-making of young females and their families to pursue non-traditional paths. Generation works to convince families to allow their daughters to work in night shift jobs by taking parents to the night shift and showing them the security measures firsthand.

Another example of shifting gender norms comes from the EYE project in Bangladesh. At the start of the project, they had difficulty enrolling young women in the highly-technical screen printing training for jobs in the ready-made garment (RMG) sector. In the first cohort, of the 40 students in the course, only one was female. While the project started with just the one girl enrolled, she became a role model for the next cohort. The project leaders also spend time in community mobilization, raising awareness with parents and community leaders, and explaining that screen printing has strong job prospects after graduation. The next cohort had 10 young females enroll and the round after had 50/50 enrollment for both sexes. Additionally, EYE started a female

leadership incubator for the RMG sector to encourage more female managers in this sector (most managers are male), and to help male managers better understand female worker requirements.

Some other projects have shown substantial success in attracting young girls to skilled trades. In Kenya, Kuza trains women in skilled trades such as plumbing, welding, and electrical installation. Interestingly, they have found that, despite their newness to trade professions, young women have successful electrical installation micro-enterprises. Much of this is because female clients are more comfortable hiring female electrical installers to come into their homes when they are home alone with their children. Meanwhile, YBF has trained more than 200 young women in vocational training for diesel and gasoline engine maintenance to prepare them for job opportunities in the auto motor sector, and has found that young females show interest in this field.

Projects also work to encourage young females to explore entrepreneurship. For instance, Educate! Rwanda focuses on gender integration. They train Youth Leaders and teachers on gender equality and equity and encourage teachers to create a gender code of behavior. They include steps teachers can take to improve equity and encourage equal participation in class and student business clubs between boys and girls.

**Addressing employer bias against disadvantaged youth:** Often employers have implicit bias against youth from disadvantaged backgrounds, such as those from poor neighborhoods, armed conflict, or areas of gang violence, and other vulnerable youth, even if young individuals have high potential to be good employees.

*“Many groups do direct implementation where you have direct control. Few are tackling system change and working with government and TVET systems. You can’t bypass them, you have to find ways to work and support them to improve youth employability. It’s very challenging, and you encounter issues of leadership and management. For TVETs, there is a tendency to train in areas where they already have equipment and curriculum and teachers know how to teach. They end up training in areas that are saturated or where there are no markets. Introducing a new way of working is quite a shift and requires mindset changes.”*

- Petula Nash, IYF Tanzania Country Director,  
Via: *Pathways to Work*

**IP HIGHLIGHT:  
EYE project and poor Dhaka youth**

EYE project in Bangladesh convinces employers to hire poor youth who come from Dhaka slums. It also brings in employers to tour the training facility and see the quality of the training program and its youth firsthand.

Plan International and Accenture’s Youth Building the Future (YBF) project in Colombia are working to shift employer mindsets to be more open to hiring youth victims of armed conflict. This is a significant barrier in Cauca and Valle del Cauca where corporations have serious security concerns about hiring youth who come from violence-affected areas. YBF’s strategy is to directly show employers that vulnerable youth who come out of high quality training programs like YBF, particularly programs that place strong emphasis on soft skills and psychosocial support, can be good employees. Employers who take a chance on these youth see that these young employees stand out compared to their peers; they are punctual, able to manage work conflict, and have a positive attitude. Over time the program built up a strong reputation and employers have increased their willingness to hire youth they previously would not even consider.

Moreover, Harambee's experience in South Africa has found that, deeply rooted in human resources practice, is an unconscious bias in favor of people who have had prior work experience. Interview practices often rely on questions relevant to former jobs, such as, "Tell me about a time you had a conflict at work and how you resolved it." Youth applying for their first job cannot relate to this question. Harambee coaches employers on how to reframe interview questions and instead ask something similar like, "Tell me about a time you had a conflict at school or on a sports team and how you resolved it." Even once youth get a job and start working, employers typically have not figured out how to structure the first month of work experience for youth who are working for the first time. Harambee also works with employers to think about how costly it can be for youth to get to work from remote neighborhoods and figure out solutions to transportation issues, among other barriers.

**Nudging teachers to adopt an innovative mindset to how they teach:** Often just changing curriculum on paper does not lead to changes inside the classroom. As mentioned earlier in the discussion on student-centered pedagogy, changing how teachers teach new curriculum and shift to student-centered active learning can be very challenging, especially for teachers who have been teaching the same way for over 30 years. Interactive-teaching pedagogy is a new concept for teachers in Rwanda, Tanzania, and El Salvador. For example, Educate!, Via, and the USAID project have found that teachers are hesitant to break up students in small groups during class because it could make classroom management more challenging.

One approach involves getting the buy-in of school/TVET leadership to commit to adopting student-centered practices and providing incentives to teachers. In El Salvador, university senior management offers paid leave and subsidies for professors to enroll in professional development courses on 21<sup>st</sup> century pedagogy (i.e., student-centered teaching). A second approach is to pilot interactive teaching in some courses, which generates student enthusiasm and demand. In the Via project in Tanzania, teachers who were not part of the pilot kept hearing and seeing how excited and engaged students were in the courses teaching IYF's Passport to Success life skills curriculum, which had a lot of hands-on role play and interactive exercises.

Finally, projects used a teacher peer-to-peer mentoring model so teachers had a support group and were influenced by peer pressures to innovate their teaching style. In Rwanda, Educate! organizes school exchange visits where teachers from one school, along with district education officials, visit other schools to observe their peers leading Skills Labs. After the classroom observation, the group discusses how the Skills Lab went and provides feedback to the teacher about what went well and what could have gone better. Through these visits, teachers can see firsthand the innovative ways their peers at other schools are using student-centered techniques and putting the new curriculum into practice.

**Getting the incentives right in organizational behavior change:** As mentioned, almost half of the Impact Portfolio projects are providing capacity building to training institutions (TVET, NGOs), secondary schools and universities, public employment offices (PES), and/or government partners. As projects shift from direct implementation of youth employment services and move towards capacity building of local partners, they tend to lose direct control and have to think about incentivizing organizational change and getting leadership buy-in.

One case comes from Technoserve and MasterCard Foundation’s STRYDE project, which has appealed to the commercial interests of TVET institutions to track job placement rates of their graduates. They have found that students who graduate from industry-linked training programs tend to have higher job placement rates and TVETs can channel that information back into their marketing materials to differentiate themselves from their competitors and attract higher student enrollment.

Another case comes from IYF and MIF’s NEO project in Panama, where NGOs and TVET centers self-evaluate themselves against a “Guide to Youth Employment Quality Standards” tool, which serves as ISO 9000 standards for youth employability programs. IYF and NEO have found that organizations are candid in their self-scoring and areas where they would like to improve with capacity building resources. Often, tying capacity building to accreditation standards that organizations must meet helps increase the receptivity and buy-in of organizations to improve their practices in areas like curriculum reform, career guidance, job placement, and data management practices.

**“Guide to Youth Employment Quality Standards”  
8 Dimensions of Quality:**

1. Relevance of training to young people
2. Relevance of training to employers
3. Structure and design of the training curriculum
4. Definition of teaching strategies and resources
5. Complementary services to support the training process
6. Career guidance services
7. Job placement services
8. Monitoring & evaluation of services for youth employability

### 3.6 New models in cost-sharing and sustainability

Many projects in the Impact Portfolio have engaged in sustainability planning from the outset, in case support from donors or external funders slows or comes to an end. As a result, a number of projects have devised sustainable models that include elements like employer fees, cost-sharing with private sector and other partners, and incorporating as social enterprises.

**Charging employers fee-for-service by demonstrating a return on investment (ROI):** Making the business case and measuring a return on investment (ROI) is critical to getting employers to co-invest in training costs of youth employment programs. Programs such as Generation and Harambee are showing an ROI to employers in the form of reduced costs in staff recruiting and turnover, as well as profession-specific productivity and quality work outcomes of program graduates relative to non-graduates.

In measuring ROI, Generation has found that Generation graduates outperform their peers: nurse supervisors report that Generation graduates save ~30 minutes of their time per shift, 75% report they perform better on patient care, 67% report they perform better on patient safety, and 84% report the same on courtesy and professionalism. Generation India has 70 employer partners, of which many are large hospital chains; of these, 12 are committed to paying 30-70% of the program operating costs. One successful strategy has been a phased approach to charging employers, starting with a fully subsidized approach and, after showing employers the 3- and 6-month retention rates of Generation graduates, as well as productivity metrics, having employers pay a portion of the training costs. Generation’s target is to be 100% self-financing within the next two years through a combination of employer fees, partial student fees, and some government funding.

Harambee's belief is that their employer partners need to have skin in the game, but to charge them a fee, employers need to see that there is an ROI for them. Harambee charges employers a fee-per-filled-vacancy and the fee structure depends on the complexity of the job position, for which the bridging program (i.e. work-simulated training) can vary from two to eight months. So far, Harambee has not been able to charge employers the full price of the bridging program, but employers pay partial costs and are willing to pay for scarce skills. Depending on the sector and specific occupation, it can take in between two and four months to on-board employers (in the past, it used to take in between six months to one year). Harambee currently has over 300 employer partners and it has a team of dedicated account managers who cultivate and manage these relationships to maintain strong partnerships.

**Securing cost-share through leveraging models:** Several other projects in the Impact Portfolio achieve cost-share with private sector partners in ways beyond charging employers' fees. NEO Panama has developed an interesting model where MIF financing is treated as seed capital for the project, so they raise USD \$3 for each \$1 of funding. At first, the idea met some resistance from private sector partners, but over time, the project was able to achieve its goal through a combination of cash and in-kind contributions. The hook for the private sector is to see the business case and value they get out of the partnership, and NEO has been able to show that they can help overcome the skills gap problem at a more targeted sectoral level for construction, logistics, and tourism.

In El Salvador, both the industry associations and university partners who are members of the industry-higher education clusters formed by the USAID project all contribute cost-leveraging. The universities who sign on as the lead partner of each of the clusters commit upfront to a combination of cost commitments such as funding a Cluster Director position, co-financing faculty training and professional development, and funding Career Center costs (staff salary, physical space, etc.). On the industry side, private sector partners commit in-kind time to serve on Industry Advisory Boards and develop cluster competitiveness strategies, as well as sponsor student internships and faculty externships. The contributions of industry are gradual and phased, so that private sector partners are not scared away with a hard financial ask upfront, but rather able to contribute as they see results on the value proposition of their collaboration.

**Achieving sustainability through social enterprise models:** One innovative model comes from Digital Divide Data (DDD), which started out as a social enterprise, whose goal is to break even. Revenue comes from charging clients for BPO outsourcing services, such as data entry and conversion services and digital library services. DDD is starting for the first time to raise some equity to invest in sales, productivity improvements, and geographical expansion.

While DDD started out as a social enterprise, another project in the Impact Portfolio is now planning to transition to social enterprise model at the end of donor cycle funding from DFID. The Kuza project in Kenya is designing a strategy to continue skills training through a community-based association (The Imarisha Vijana Association) and to continue facilitating market-led changes through a spin-off enterprise model that can blend fee-based services and public sector/donor funding. Kuza is learning how a project might evolve over time after being a single-donor funded project.

### 3.7 Working with the private sector in new ways

Working with the private sector was a strong theme that came out during our individual consultations with the portfolio projects. A handful of projects even had private sector entities as the lead implementer or partner. Accenture implements the online S2S Academy in South Africa and supports the implementation of the YBF project in Colombia and the EYE project in Bangladesh. Microsoft is a key partner of the Ta3mal platform with Silatech and McKinsey is the founder and a key funder of Generation. Harambee grew out of South Africa's private sector, starting as an in-house recruiter for businesses in Yellowwood investment holding.

**IP HIGHLIGHT:  
El Salvador's four priority sectors**

The USAID project El Salvador has chosen to focus on four priority sectors (agro-industry, energy, manufacturing, and ICT) based on the findings of its sector selection study. The study's sector selection criteria were based on multiple criteria, including the sectors' contributions to GDP growth, job growth, export growth, alignment with government priority sectors, and input-output matrix analysis of intersectoral dependencies.

Across the portfolio, projects are partnering with private sector e.g. securing hiring commitments from employers for open vacancies, getting private sector inputs into curriculum design, designing internship programs to get on-the-job training, and involving companies in career fairs. Below are some interesting new ways projects are working with the private sector.

**Conducting labor market diagnostics at the onset to identify target industries in the private sector:** A notable pattern is that many Impact Portfolio projects conducted an initial labor market assessment to pick high-growth sectors and competitive sectors and occupations before designing the skills training curriculum. NEO

Panama's diagnostic study showed that logistics, tourism, and construction industries had been growing rapidly and were drivers of job creation for the Panamanian economy.

As another example, EYE Bangladesh's labor market assessment found market opportunities for two sectors: ready-made garments sector and electronics (including occupations in computers/IT, mobile servicing and repairing, and television technicians). For these two sectors, EYE designs training based on job vacancies. It approaches factories and other employers who report the number of graduates needed and for which specific occupations. EYE then designs skills training program to train for those positions.

A different approach is to select a broad set of industries and occupations that have opportunity for labor absorption of young people. For instance, in South Africa, McKinsey conducted a demand-side analysis of the South African economy for Harambee to estimate the size of the economy and depict what sectors and jobs had opportunity for entry-level positions. They found opportunities in wide range of industries including retail, hospitality, financial services, insurance, banking, business process outsourcing, professional services, manufacturing, logistics, technical and industrial sectors, and more. Similarly, in Colombia, Accenture helped Plan International conduct a market study at the design phase of YBF and recommended diversified opportunities for youth employment in hotels, footwear and leather work, apparel, logistics, auto mechanics, bartending and table waiting, marketing, sales and industrial mechanics.

**Taking a customer relationship management approach to employer partnerships:** Managing employer partnerships can be a time intensive process, forming new relationships and cultivate existing ones. A few projects have devised interesting approaches to managing employer partnerships, drawing on customer relationship management (CRM) principles.

One of these CRM practices is to segment different types of employers and customize the partnership based on their distinctive needs and interests. For example, Generation India has segmented three different types of employers: (1) companies that are expanding and need to hire a high volume of positions but face worker scarcity issues; (2) organizations that face high staffing turnover/churn problems; and (3) employers who don't have a problem hiring workers, but their workers do not achieve peak productivity. Generation adjusts its value proposition pitch to each type of employer. Additionally, the EYE project in Bangladesh has a specific employer segment of global buyers in the garments value chain. Global buyers tend to view youth apprenticeships in factories as child labor, and EYE has worked to raise their awareness that youth apprenticeships can be implemented in fair conditions with responsible labor practices. They inform global buyers that international conventions allow youth ages 15-18 to work up to five hours a day in apprenticeships as part of an educational/training experience.

Another CRM strategy comes from Harambee in South Africa, which has a dedicated accounts management team to manage employer partnerships. The team's job is to go out in the marketplace, find employers willing to partner with them, and identify specific entry-level job new vacancies with those employers that can be filled with Harambee candidates. Depending on the industry and type of job, it can take 2-4 months to get new employers on board. To date, Harambee has over 300 active employers, and account managers have well-managed one-on-one relationships with these employers. They have a close understanding of hiring needs, company characteristics, and industry trends and are able to troubleshoot problems when they arise, through ongoing communication.

**IP HIGHLIGHT:**  
**Ta3mal's employment outreach officers**

The Ta3mal initiative in Tunisia has employment outreach officers to continuously reach out to new employers, and manage existing relationships. The staff meet with employers, call them, and have follow-up contact to stay tuned to their needs and feedback. They show employers how the platform can be used as a recruitment tool to meet their hiring needs. Also, it has a database of over 400 employers and conducts monthly reports on status of employer outreach.

**Working with industry associations and groups of employers to coordinate building a sector-wide talent pipeline:** Oftentimes, collaboration with the private sector involves youth employment projects working ad hoc with individual companies to meet the specific hiring needs of each employer. A few of the Impact Portfolio projects are demonstrating a new model of private sector collaboration that involves partnerships at a sector-wide level to meet the talent needs of multiple employers belonging to the same industry. Under this model, the key private sector partners are typically industry associations and representative firms from the sectors ("anchor firms") because these bodies are industry-specialized as compared to traditional chambers of commerce which are usually too general. Relatedly, some projects like EYE in Bangladesh also work with industry associations and groups of employers to improve workplaces for young workers and promote decent jobs.

In Panama, the NEO project works with the industry associations and anchor companies in the construction, logistics, and tourism industries. NEO formed sector skills councils (also called sector roundtables) as a formal coordination mechanism between private sector and training institutions to close the skills gap in the three sectors. The skills councils provide a forum for the industry associations and industry employers to provide labor market intelligence, specify skills needs and job profiles for the industry, and define occupational standards and competencies. They serve as a way of continuously assessing market needs and adapting training curriculum to respond to real needs.

**IP HIGHLIGHT:  
Industry Advisory Boards**

Industry Advisory Boards are a model for systematic coordination between universities and industry associations in El Salvador to collaborate on labor market trends, internships and practical training, and updating curricula to meet industry needs. This was adapted from the U.S. community college and industry model and customized to meet the Salvadoran context.

In El Salvador, the USAID project is another model of structured collaboration between education institutions and private sector to create a talent pipeline at a sector-wide level. Interestingly, universities and industry associations are partnering to prepare the pipeline of STEM graduates who will work in entry-level professional and technical occupations in agro-industry, energy, ICT, and manufacturing, among other sectors. Rather than a one-campus-one-employer model, there are multiple university partnerships along the whole supply chain in an industry to coordinate on human capital needs as part of enhancing the industry's competitive position. In fact, industry associations and universities worked together to co-

develop cluster competitiveness plans for each of the four sectors to implement joint investments in talent development in the context of an overall growth strategy. Concrete action areas include bringing in new global industry certifications that do not exist in the country (e.g. Leadership in Energy and Environmental Design) and sponsoring more student internships to get hands-on industry experience.

**Trying to “crack the nut” of working with small- and medium-sized (SME) employers:** Generally, youth employment projects tend to target large companies or multi-national corporations for employer partnerships because they have greater hiring volume, have dedicated human resource departments, and are more accustomed and experienced working in training partnerships. SMEs may not be the first consideration when forming private sector partnerships. However, youth employment practitioners recognize the promise of the SME sector, given the size of the sector and its potential to absorb young people at scale; in many developing countries, they form a large majority of the private sector and often are the biggest net job creators for an economy.

In South Africa, according to Harambee, over 50% of hiring is done by SMEs. Harambee recognizes that the SME sector is a difficult market to crack for multiple reasons. The sector is poorly organized and dispersed and SMEs tend to have limited HR resources. As a result, and to respond to the potential of the SME sector, Harambee has developed an “SME Solutions” dedicated unit within its organization to develop strategies to overcome barriers in working with SME employers. One strategy involves targeting SMEs in large numbers and working through aggregators, supply chains of corporations, and existing relationships. Another solution is a one-stop online registry for SMEs to filter SME readiness based on profile questions, and to customize offerings to various companies based on their profiles. Finally, Harambee also educates SMEs on

retention and HR practices such as contracting, on-boarding, staff feedback, and salary structures for entry-level youth. On the youth side, Harambee trains young people on how to work in an SME environment, e.g. working in unstructured environments and independently with minimal supervision.

Furthermore, the informal context of SME partnerships is also a common challenge implementers face. Informal employers often do not have the time or resources to educate themselves about labor law and, as a result, do not realize they have suboptimal workplace, hiring, and management practices. The EYE project in Bangladesh provides an interesting example of how this can be remedied. EYE systematically targets informal employers that are the largest employers in the ready-made garment and electronics value chains. It raises their awareness of labor law, advises them on good management practices, and shows them how they can improve workplaces, reduce turnover, and increase productivity through the implementation of workplace improvement plans.

### 3.8 New models of supporting young entrepreneurs

Recent research from the Citi Foundation shows that youth have entrepreneurial spirit – 69% of surveyed young people across 32 countries aspire to be entrepreneurs and start their own business.<sup>31</sup> As described, entrepreneurship projects in the Impact Portfolio are designed to help young people become entrepreneurs and start their own business, as well as to help existing young entrepreneurs through the support of entrepreneurship and business skills training, mentoring/coaching, business advisory services, and start-up loans or grants. In addition to these traditional activities, several projects in the portfolio are supporting youth through new entrepreneurship models, as outlined below.

**Identifying “young job creators” through business plan competitions:** Business plan competitions are a tool to identify individuals with promising business ideas and aspirations to be successful entrepreneurs. They are increasingly being launched in developing countries as a strategy to promote high growth entrepreneurship and job creation.<sup>32</sup>

The KYEOP project in Kenya is designing a business plan competition to elicit business ideas from high-potential young entrepreneurs interested in starting up new ventures or expanding existing companies. The design was modeled on the YouWiN! national business competition in Nigeria, which was found to have positive impact on greater firm entry, higher survival of existing businesses, higher profits and sales, and higher employment, including increases of over 20 percentage points in the likelihood of a firm having 10 or more workers.

#### IP HIGHLIGHT: Local entrepreneurship fairs

The YBF project in Colombia organizes business fairs across various municipalities. It helps young entrepreneurs publicize their business ideas, build business contacts and networks, and start to create clientele. These local entrepreneurship fairs receive the support of mayors and local government officials.

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<sup>31</sup> Citi Foundation 2017

<sup>32</sup> McKenzie 2015.

KYEOP is targeting older youth for the competition because evidence from Nigeria has shown that the highest likelihood to be an entrepreneur occurs between the ages of 29 and 35 and these young entrepreneurs are likely to hire youth under 29 in the jobs they create. Moreover, based on other lessons from Nigeria, KYEOP will have a wide outreach campaign and contract an independent firm of renowned reputation to manage the competition, including the selection of awardees, to have a transparent and independent process. During the competition, youth will receive advisory services to help them develop their business plan. Through three competitive rounds, up to 500 plans will be selected based on their economic viability and potential to create jobs for vulnerable youth. Among winners, half will be randomly selected to receive an award of US\$18,000 and the other half, US\$36,000, and an impact evaluation will compare their effectiveness.

**Supporting marginalized youth to become social innovators and social entrepreneurs:** Many youth entrepreneurship projects focus on helping youth identify business ideas that could be viable in their local markets. A few projects in the IP are also helping youth develop viable social innovation and entrepreneurship ideas to address social challenges in their communities.

**IP HIGHLIGHT:  
Educate! young entrepreneurs**

Educate! young entrepreneurs are creative in generating business ideas that use local resources and are socially responsible. Examples include:

- Briquets made of anthill soil to reduce firewood consumption
- School-wide savings and loan cooperatives
- File folders made from braided banana fibers

The UPSHIFT project in Kosovo helps marginalized adolescents and youth (aged 15-24) with an emphasis on the most vulnerable groups, including (i) young people from rural communities, (ii) girls and women, (iii) young people with disabilities, (iv) young people from minority communities, (v) young people from lowest income quartile, and (vi) out of school children, become social innovators and entrepreneurs that contribute to social change in Kosovo. UPSHIFT employs cutting-edge experiential learning techniques to help youth and adolescents design solutions to community challenges in the form of social impact projects and/or services. The UPSHIFT curriculum teaches youth the following social change skills: (i) ethnographic research for observation skills, cultivating empathy, and community/market research skills; (ii) analytical techniques for understanding community challenges; (iii) user-centered design; (iv) prototyping and user testing; (v) creative problem solving and divergent thinking; and (vi) budgeting and organizational management processes. Following participation in the UPSHIFT training methodology, youth social ventures are selected by a panel of judges. Winners are assigned to a project staff mentor who support the venture in the areas of design, marketing and communications, strategy, partnerships and administration.

**Creating linkages between youth entrepreneurs and agriculture value chains:** The U-LEARN 2 project in Uganda is making connections between agribusinesses and youth farmers through win-win partnerships. Swisscontact formed a relationship with an agribusiness company that exports four agriculture products (chilies, hot peppers, peanuts, and sweet potatoes). This company did not have enough farmers to provide production and it was hard to meet their export targets. Thus, Swisscontact facilitated a partnership between the youth learning groups they formed under U-LEARN 2 with the agribusiness company. The company assigns agronomists to train the youth in

modern agriculture practices in soil preparation, selection of seeds, nursery beds, crop protection, harvesting, and post-harvesting. The youth farmers supply the crops based on contracts that specify production volume, quality standards, and price. The agronomists also train youth to use production tools and in occupational safety (i.e. safe use of chemical fertilizers). Moreover, Swisscontact has formed a tripartite partnership between the youth farming groups, the agribusiness company, and a financial institution to address financing needs for irrigation systems and water tanks. The company provides the guarantee and the financial institution provides financing for the assets (e.g. water tank pump).

**Helping young people launch enterprises through youth group-based models:** Starting a business can be an overwhelming activity for a young person. It requires financial capital, business and vocational skills, and access to networks and markets. Youth group-based enterprises help young people to pool limited resources, finance, and experience in starting and running a business.

The STRYDE and U-LEARN 2 projects are taking a peer-group approach to entrepreneurship in agriculture. Both projects have youth form small groups; in U-LEARN 2, it is based on Swisscontact’s signature Learning Group model, where they are trained together in agriculture and value chain practices such as production methods and use of new inputs (i.e., seeds, fertilizer), as well as business and life skills. They share small plots of land to farm together and provide each other with peer support. They are additionally trained in financial management, including how to start saving, and thus use group savings to re-invest and grow their production. Similarly, Swisscontact applies this group learning and training model to hospitality and building and construction.

**IP HIGHLIGHT:  
Access to finance for youth**

A number of IP projects are taking interesting approaches to increasing access to finance for youth. In Colombia, YBF is using mobile banking technology to open savings accounts for youth. In Turkey, Habitat is conducting a market analysis to better understand the financial needs of Syrian refugees and to tailor financial instruments accordingly. In Rwanda and Uganda, STRYDE and U-LEARN 2 are helping facilitate access to youth- and smallholder farmer-friendly products and services.

In Rwanda, Educate! Student Business Clubs are places where students start one or more enterprises in a team setting and get support from Educate! trained Youth Leaders and teachers. The Youth Leaders and teachers together teach students product-making skills, e.g. liquid soap making. Additionally, Educate! has lesson plans around teaching students to overcome the challenge of limited or no startup capital. It has a strong focus on teaching youth how to save and encourages students to work in groups so they can pool resources from initial product sales and build capital over time.

**Working on the demand-side by helping micro-retail and waste management micro-distribution enterprises grow:** Micro-retail (MR) – comprised of small shops, kiosks, market trading and hawking – is a large employer of young people in Mombasa County in Kenya. According to the Kuza project, traditional, informal trade (which comprises MR) is the dominant retail channel in Mombasa, accounting for 70–80% of total retail sector sales. As a job creation strategy, Kuza has created a micro distributor (MD) network. This network is creating partnerships between suppliers and entrepreneurs to broaden distribution to micro-retailers and create opportunities for young people in distribution and retail.

Kuza's model is to enable micro-distributors to become extensions of supplier companies that deliver products to the consumer market, offering opportunities for many youth groups to launch entrepreneurial activities at the same time. For example, Kuza has supported the Ubunifu Enterprise Youth Group to become micro-distributor of bottled mineral water through street vendors. Kuza's micro-retail team pitched the business model to them and helped link the group with the suppliers of the bottled mineral water brand they distribute. This allowed both the group and its members (who work as sales agents and vendors) to make a decent profit. Before Kuza's support, the group was selling five cartons of bottled water per day and after the support, they increased up to 50 cartons per day, growing both their business and profitability.

Moreover, Kuza is working to support waste management micro distribution enterprises. The Mombasa county government has recently made environmental regulations changes and investments to position Mombasa as a green economy. Building on this, Kuza supported the development of standard operating procedures to help govern waste management activities, promoting waste recycling in Mombasa. It also works to facilitate employment opportunities along the waste management value chain for young people in roles such as neighbourhood collectors, aggregators for recyclables products, and producers of recyclable goods.

### 3.9 Helping the most vulnerable youth succeed through mentoring & social support services

As described, many of the projects in the Impact Portfolio work with disadvantaged and low-income youth populations, such as unemployed youth, youth from poor families, refugees, youth in armed conflict areas, young women, and marginalized youth. Projects have adopted a number of strategies to help these vulnerable groups overcome life challenges and succeed in training, employment, and self-employment. Sometimes projects develop an inclusion strategy to address how they will work with vulnerable populations; for example, the KYEOP project has designed a "Vulnerable and Marginalized Groups Framework" prepared in consultation with youth in vulnerable communities.

**Overcoming access barriers through social support services:** Many projects in the portfolio provide stipends, transportation, childcare, or other types of support. Where possible, trainings are designed to be physically close to the communities where the youth live especially in rural and peri-urban settings such as with the Kuza and STRYDE projects. In Bangladesh, guardians and parents of adolescent females do not allow them to participate in training programs when the training is far from their residence. To overcome this barrier, the EYE project has set-up mobile vocational training closer to female beneficiaries' neighborhoods.

Beyond getting to training, transportation to jobs is often one of the biggest hurdles for youth. Many times, there is a spatial mismatch between where disadvantaged youth live and where jobs are located. Harambee and Generation have found that if the job is more than one taxi ride away, it increases the risk of youth dropping out of their job in the first month. Therefore, they provide transportation subsidies and work with employers to develop commuting solutions. YBF also provides transportation and food subsidies to support youth beneficiaries as a strategy to reduce drop-out rates.

Projects also try to schedule the training so it aligns with the hours well-suited for youth schedules, particularly if they are working or have household and child care responsibilities. The KYEOP project schedules training for young mothers at a time convenient to them and allows lactating mothers to participate in training with their young babies and caregivers, among others. Generation works with its students to create and test contingency plans for the inevitable childcare or transport disruptions that could otherwise result in them being tardy or absent once on the job.

**Mentoring youth through peers, life mentors, and support groups:** Projects deliver mentoring support to youth through a variety of creative delivery mechanisms. For example, YBF provides mentoring from business and industry professionals to youth who are starting new businesses and is starting to design youth peer-to-peer mentoring.

Educate! employs Youth Leaders, young entrepreneurs from the same communities, to support teachers in adopting the new curriculum and to serve as mentors to youth in the student business clubs. They can relate closely to the youth, as they have similar backgrounds, and youth get to see someone who came from the same community who is now successful and running their own business.

Somewhat similarly, in Rwanda, STRYDE recruits youth from the community and trains them through TOT model to serve as business trainers and counselors to youth entrepreneurs. STRYDE also convenes group meetings with youth participants who share their challenges, and mentors offer advice and practical solutions to youth beneficiaries' business issues.

In the case of Generation, all students receive significant mentorship from "life mentors" which are professional mentors paid by Generation. The professional mentorship continues during the first six months after graduation, as graduates adjust to their new jobs. Moreover, Generation creates alumni networks to create peer support mechanisms, socialize and bond over work and personal experiences, and help create accountability to keep up the good habits built during the training. They designed the community-building strategies based on successful examples of alumni programs from different sectors, such as Alcoholics Anonymous, universities, and Weight Watchers.

Additionally, EYE project in Bangladesh builds skills of youth leaders by training them to train other youth in the factories where they work. EYE formed and strengthened peer-to-peer groups, where adolescents and youth members are actively engaged with employers, community members, and parents through youth-led advocacy and tools such as Theatre for Development, photo exhibitions, and art competitions. This peer-to-peer approach is raising awareness of improved and healthy working environments, and encouraging the employers to abide by codes of conduct, follow country laws and policies, and undertake occupational health and safety (OHS) measures in the work place.

**IP HIGHLIGHT:  
Psycho-social support**

A number of projects working with refugee youth or youth living in armed conflict areas are starting to include psycho-social support services. For example, the YBF project in Colombia includes group psycho-social counseling sessions to help youth deal with violence they witness in their communities. Also, the NVSP project in Lebanon expanded its soft skills training to include psycho-social awareness to address the mental health and trauma issues Syrian refugee youth experience.

## 4. Monitoring Progress, Measuring Impact

In this chapter, we shift the spotlight from design and innovations to monitoring and evaluation in the IP. This is an area in which the IP, because of its diversity, is especially well-positioned to contribute to the youth employment discussion at large. This section covers the types of information and data being collected and the dimensions of performance that are measured by IP projects. We also discuss the challenges programs encounter in tracking their progress.

### Key definitions in M&E:

**Process Indicators:** Measure quality of efficiency of functioning of intervention.

**Output Indicators:** Measure the number participants that went through project.

**Intermediate Outcomes:** Outcomes that are relevant to jobs and support labor supply and demand. For firms, they are related to being able to access markets and grow. For youth, they are related to engaging in the labor market and having the necessary skills.

**Jobs outcomes:** Family of outcomes that measure progress towards having inclusive, better, and more jobs.

**Job access outcomes:** Outcomes relevant to improved access to good jobs by connecting people to opportunities and inclusion of disadvantaged segments of youth. **This aspect focuses inclusiveness of jobs, especially for the disadvantaged.** This assumes that the labor market functions well, with adequate mobility and information on both demand and supply side. Interventions can also support equal access by providing incentives to job seekers and employees as well as for employers. Asking the question “Jobs for whom?” allows targeting of specific vulnerable or traditionally disadvantaged group in the labor market, especially women, youth, and the bottom 40%. Targeting can also be spatial – for example creating jobs in a lagging region, or in fragile or vulnerable settings.

**Job quality outcomes:** Outcomes encompass both dimensions of productivity and working conditions and social security benefits. Worker productivity aims at improving the ability of beneficiaries to perform better in labor market and improving their job productivity levels, which in turn drives income.

**Job creation outcomes:** Outcomes relate to the creation of more jobs, whether direct or indirect, for project target beneficiaries. This includes direct jobs created by a project, whether short- or long term, for example through public works and livelihoods. More generally, jobs are created by private sector firms, either by new firm entry, or by growth and expansion of existing firms, resulting in hiring of more staff. While such jobs may often cover formal wage employment, one outcome may also be increase in entrepreneurs and self-employed and their businesses, basically a firm of one, some of which may also recruit workers.

**Impact evaluation:** Quantitative evaluation based on the comparison of a treatment group to a control group (or equivalent counterfactual).

## 4.1 Tracking the job outcomes of youth in the IP

### 4.1.1 Introduction to S4YE M&E Framework

An M&E framework of a project flows from the project's theory of change, which clarifies the sequence of measures at every stage of a youth employment intervention, from intake of beneficiaries and participants to the end results in the labor market. The framework flows along a results chain, shown in Figure 4.1, that has two starting points corresponding to each of the demand and supply sides of the labor market, but which should both ideally converge to tracking the final impact on job creation. Along each chain, there are different metrics that can be tracked; process and output indicators appear at earlier stages of the path and intermediate and jobs outcomes at the later stages<sup>33</sup>. In addition to the description of specific terminology in this section, Annex 1 contains a list of the key definitions for reference.

#### **The importance of being able to aggregate monitoring and evaluation data:**

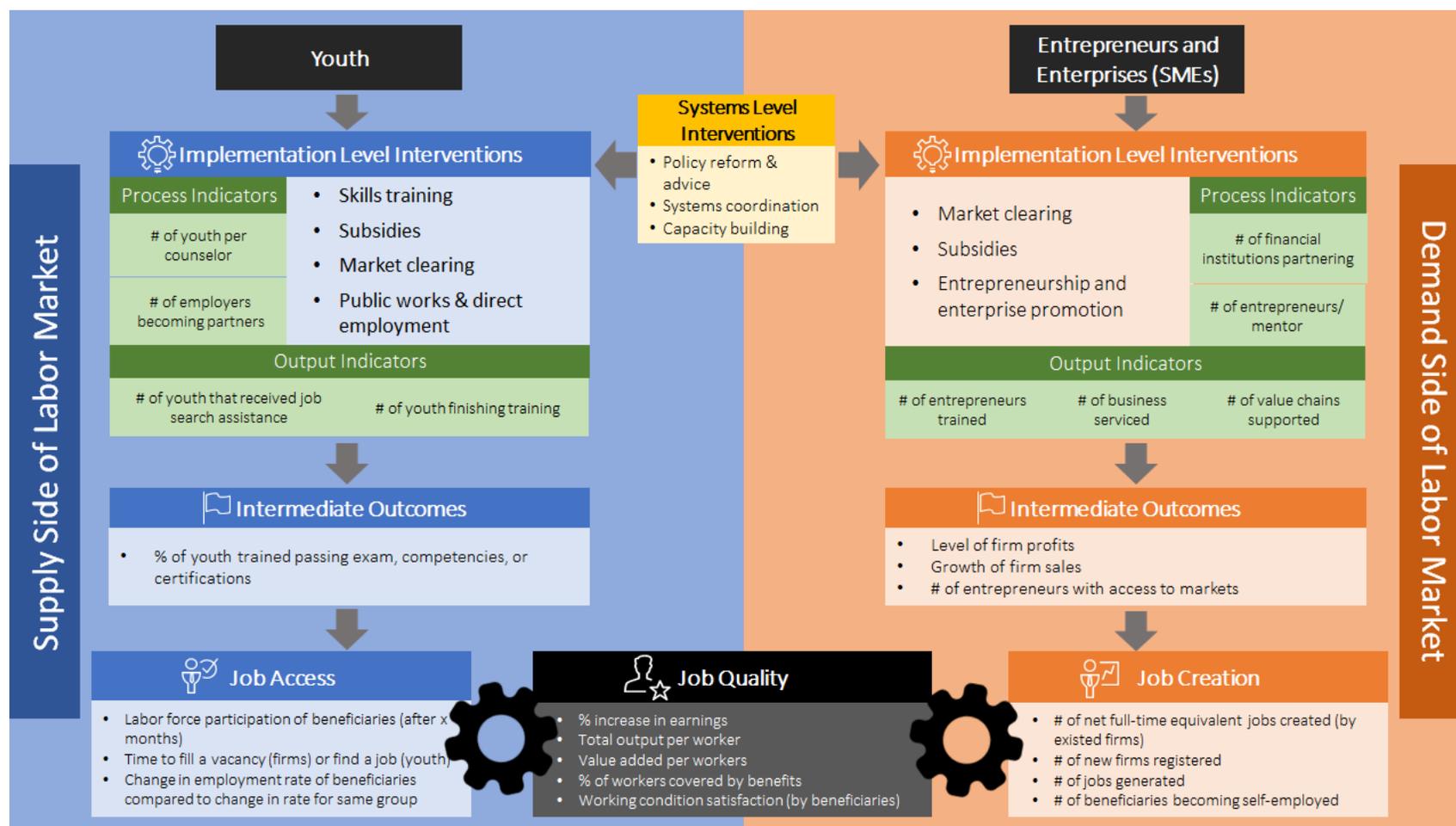
Project outcomes can inform progress towards country-level development objectives that align with the Sustainable Development Goals (SDGs). Setting standards to make this sort of aggregation possible is key. Specifically, for measuring progress towards SDGs in the areas of decent work and economic growth. The SDGs in these areas are comprised of 12 goals, and youth employment programs contribute to most of them, such as sustained per capita economic growth of at least 7 percent and protecting labor rights. Some of the goals stand out as having strong correspondence with outcomes youth employment programs are interested in, which include: (i) increasing levels of economic productivity through diversification, technological upgrading and innovation; (ii) achieving full and productive employment and decent work for all women and men, including for young people and persons with disabilities; and (iii) substantially reducing the proportion of youth not in employment, education or training.

The starting point(s) of the results chain are the types of beneficiaries and interventions being considered. On the supply side (left side of Figure 4.1), youth are beneficiaries through skills training, wage subsidies, market clearing, and projects that directly engage with them, providing necessary services. On the demand-side (right side of Figure 4.1), it begins with entrepreneurs and MSMEs, which could be beneficiaries of an intervention or set of interventions that aim to create more jobs for youth. The efficiency with which organizations executing the interventions at the implementation level can operate, on both sides of the market, is largely determined by the national youth employment ecosystem, as well their own institutional capacity. Systems reform interventions (top portion of Figure 4.1), aim to reduce this type of friction and enhance capacity, at times by bridging communication between the demand and supply-side actors of the market (as described in Chapter 2).

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<sup>33</sup> The framework developed here does not necessarily correspond with the terminology used by individual projects in the IP. Because of their design, some projects have indicators they consider outcomes, whereas others consider them to be process indicators.

**Figure 4.1. S4YE Monitoring and Evaluation Framework for Youth Employment Interventions**



**Process and output indicators:** Each youth employment intervention has process and output indicators to track progress and organize activities along milestones. Projects may monitor the number of pupils per instructor or the number of youth placed in wage employment versus entrepreneurship tracks, such as is done in YBF in Colombia and KYEOP in Kenya. Whether an intervention considers a metric a process indicator or an output indicator (or outcome) depends on the level at which it operates. For KYEOP, the number of master craftsmen who obtain a certification is an output, while for the USAID project, it is the number of faculty who have improved competencies. Similarly, NEO uses its assessment tool, Quality Standards to Youth Employment Programming, to measure baseline and improvements in the capacity and quality practices of implementing organizations.

**IP HIGHLIGHT:  
NEO's Quality Standards to Youth  
Employment Programming**

NEO's tool allows youth serving institutions (YSIs) to self-assess across eight dimensions of quality, from the relevance of training to youth to M&E (See Chapter 3 for full list). In each dimension, there are one to three standards, each with a set of indicators. For example, one of the standards is having an M&E plan that defines measurement parameters at each stage of the program. For this standard, an indicator is that the criteria, tools, and process for evaluating employer satisfaction be defined. YSIs are able to rate themselves by providing a value for each indicator from the following: "Not applicable", "Not met", "Partially met", and "Fully met". Using this, NEO measures the capacity of YSIs at baseline, identifies where projects have the least capacities, and supports them. The self-assessment is again carried out after the YSI received the support from NEO to measure improvements.

**Intermediate outcomes:** Intermediate outcomes measure the changes among beneficiaries on characteristics that enable them to reach better labor market outcomes. For youth, intermediate outcomes are related to ability and skills to engage in the labor market and for firms the ability to grow and create jobs. Youth intermediate outcomes are the most common outcomes, captured by 80% of projects<sup>34</sup> including measures related to soft skills<sup>35</sup>, assessments on vocational skills (mostly related to attaining certifications), and youth financial behaviors, e.g. use of financial services and whether entrepreneurs received grants. In most cases, financial behaviors are measured by binary yes/no indicators such as whether an entrepreneur used a savings account. On the other hand, capturing financial behavior with continuous metrics (e.g. amount saved, loans received) is rare. STRYDE was one of few to do so, measuring the percentage of youth who increased savings and assets by more than 50%<sup>36</sup>, among other outcomes. Some projects also measure intermediate outcomes for enterprises, e.g. enterprise performance in terms of productivity improvements, additional production, lowered production costs, increased assets, moving into new economic activities (Kuza), and business profitability (U-LEARN 2). Generation, engaging with employers through recruitment services, collects several metrics related to the benefits employers gain from working with them that include reduction in hiring and training costs and increased employer earnings.

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<sup>34</sup> For those projects that we had information available.

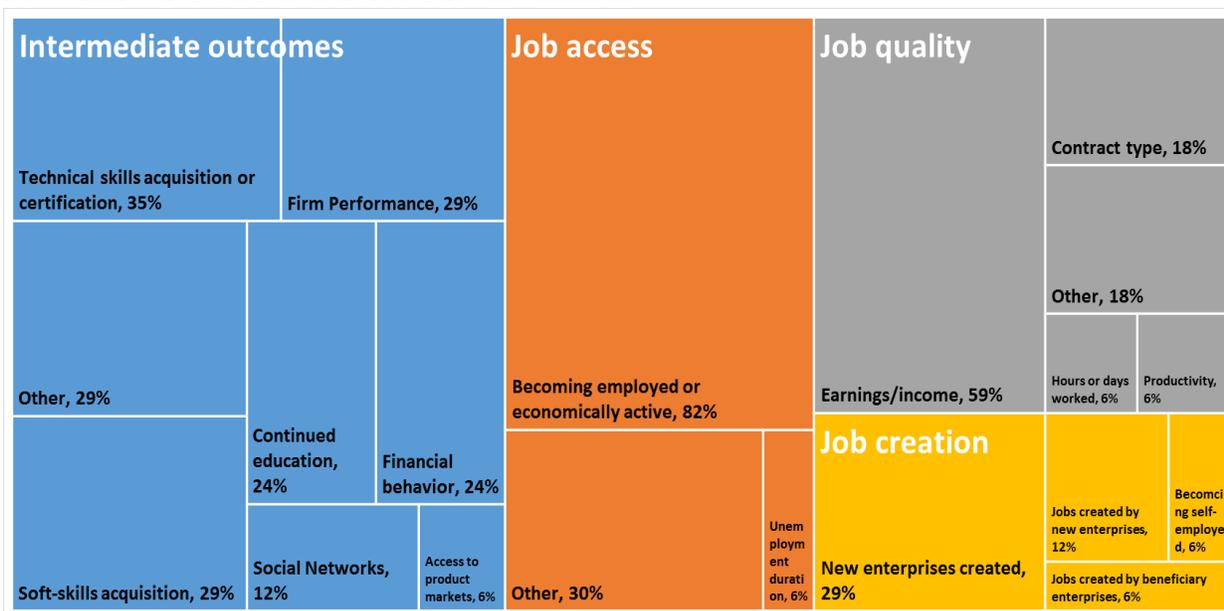
<sup>35</sup> Including confidence measures, aspirations, self-esteem, self-efficacy, and employability skills and 21st century skills), among others.

<sup>36</sup> For those projects that we had information available.

### 4.1.2 Jobs outcomes: quality, access, and job creation

The framework focuses on three aspects of the youth employment agenda: (1) job creation (2) job quality and (3) job access (bottom of Figure 4.1). The quality of jobs matters as much as whether there are jobs. As discussed in the S4YE Baseline report, a substantial portion of the youth population are in jobs that are insecure and vulnerable, characterized by low-earning, low-productivity jobs, with no pensions, and little job security. Having access to better quality jobs is key. The issue of access and inclusion is even more important when it comes to reaching certain segments of youth that are more disadvantaged than others, e.g. young women, rural youth, refugees, youth afflicted by armed conflict and violence, and low-income youth. Figure 4.2, below, shows the types of outcomes most commonly monitored. A detailed list of indicators being tracked is in Annex 2.

**FIGURE 4.2. JOBS INDICATORS IN THE IP<sup>37</sup>**



**Jobs creation outcomes:** Approximately one third of the projects<sup>38</sup> are tracking job creation outcomes. Job creation, generally, is measured in three primary ways –number of businesses created, number of jobs created by new or existing firms (beyond the entrepreneurs), and number of youth becoming self-employed. Because of their focus, all projects measuring job creation measure jobs by the number of new businesses created, while few measure other job creation. Some exceptions are Educate!, which measures the number of additional employees in students’ businesses by asking if their participants pay anyone to be full-time staff<sup>39</sup>, and U-LEARN 2 in Uganda, which measures both the number of additional jobs created by entrepreneurs and the number of entrepreneurs that whose businesses grew to be SMEs.

<sup>37</sup> Based on the projects we have information for. Some outcome indicators may fit multiple categories or overlap.

<sup>38</sup> For those projects that we had information available.

<sup>39</sup> As well as how much they are paid.

**IP HIGHLIGHT:  
Creating jobs through demonstration effects**

During Kuza’s initial attempt at measuring jobs created from existing SMEs it became clear that “demonstration effects” were also an important dimension to capture. Through their implementation Kuza noted it was underestimating the number of jobs being created indirectly in firms they did not work with. This was job growth resulting from non-beneficiary SMEs adopting (copying) the business models Kuza beneficiaries had been taught and were practicing. In response, they are now conducting interviews with partner and non-partner enterprises and surveying new instances of ‘copying’ on a quarterly basis.

Kuza focuses on measuring jobs created through three channels: direct, indirect, and induced. The two metrics they focused on for all three types of jobs created are full time equivalents<sup>40</sup> (FTEs) and number of positions (either full-time or part-time). For direct and indirect jobs, they used information provided by beneficiary SMEs to manually count pre- and post-program FTEs. Indirect jobs are those created by businesses who ‘copy’ the models that Kuza introduces with its partners. To calculate induced jobs they use macroeconomic data to estimate the additional employment created for each new job, which comes from increasing upstream and downstream activities (e.g. selling more bread through micro-distributors means more flour production) and from the additional income circulating in the economy, to arrive at the number of additional jobs beyond those directly

created.<sup>41</sup> Kuza decided to adopt a multiplier because manually counting induced jobs was difficult to do systematically, without a massive increase in the M&E budget, and because counting induced jobs from increased money in circulation is so diffused that it is simply not possible. The manual counting system thus meant that Kuza was only able to anecdotally capture a small fraction of induced jobs. They resolved this by ceasing to count these jobs manually and adjusting their multiplier value.

**Job quality outcomes:** These are related to increases in the productivity and earnings associated with the jobs that youth attain, improved working conditions, and expansion of access to social insurance. In practice, while nearly all the projects measure job quality, only about sixty percent<sup>42</sup> measure change in earnings or incomes. Unlike job creation outcomes, most measures on earnings are not based on binary indicators, but instead on income and earnings levels. It is preferable to have income levels, rather than binary yes/no indicators measuring whether incomes increased or not. However, measuring changes in income levels presents a dilemma, due to the difficulty in aggregating income changes among projects. Income increases are measured in local currency, but even if they were converted into a common currency using purchase power parity (PPP) exchange rates, measures would be difficult to compare without a baseline or other form of normalization. Using percentage increases in earnings may not be feasible if many beneficiaries were unemployed at baseline (zero income). One potential solution would be to report income changes relative to a comparable income amount, such as the minimum wage in the formal sector. But while this would

<sup>40</sup> FTEs are jobs in which an individual works at least 240 days and 40 hours or more per week.

<sup>41</sup> Calculating induced jobs through multipliers is being increasingly used in demand side projects, such as infrastructure projects, using input / output tables and social accounting matrices. For an example see “Using a social accounting matrix to calculate output and employment effects in Tanzania” by Max Mendez-Parra, Supporting Economic Transformation (SET) brief, June 2015. Another example is the global partnership Let’s Work ([www.letswork.org](http://www.letswork.org)), who is developing standardized tools, including value chains analysis, tracer studies, and macro simulations, to estimate the direct, indirect, and induced jobs created by interventions, projects, and investments.

<sup>42</sup> Of projects we have information for.

improve comparability, challenges would remain in interpretation; changes in earnings, even if normalized, can have more significant welfare implications for low-income youth with low educational attainment level than for college educated youth from middle-income backgrounds. Other job quality measures collected were the number of youth being placed in decent jobs, the hours worked by youth, whether they received a promotion, whether the jobs beneficiaries attained provided pensions, and worker productivity.

**Jobs access outcomes:** Many projects focus on specifically excluded youth groups, including women, minorities, refugees, and other traditionally disadvantaged groups in the labor markets. All projects that capture job access outcomes are tracking whether beneficiaries are employed or economically active<sup>43</sup>. Some programs, such as Harambee and Generation India, implicitly consider being placed in employment as those in formal wage employment because they work closely with employers in the formal sector in which they place beneficiaries. In contrast, slightly more than half of the indicators do not differentiate between self-employment and wage employment. This distinction is important, as self-employment in most contexts where IP projects operate takes place in the informal sector. Some, such as EYE, consider being placed in employment either jobs in formal wage employment or in informal wage employment. Access also means tracking jobs outcomes at a disaggregated level. For example, jobs creation outcomes are also jobs access when tracking them for female participants specifically. UPSHIFT has established tracking mechanisms on (1) beneficiary demographic characteristics (e.g. % of female, non-majority communities, those with disabilities, young people from lowest income quartile), (2) beneficiary economic activities, (3) education status, (4) professional readiness level, and (5) participation.

## 4.2 Project evaluations in the Impact Portfolio

Impact evaluations are some of the most elaborate (and costly) forms of evaluations and, in combination with qualitative evaluations, are considered more rigorous in measuring welfare impact. By impact evaluations, we mean quantitative evaluations to determine the causal relationship between beneficiary outcomes and participation in an intervention based on a comparison, in some form, with a control group.

Of the 19 projects in the Impact Portfolio, five are conducting or planning to conduct impact evaluations with control groups that did not participate in the project<sup>4445</sup>. NVSP in Lebanon is the only one that is in an advanced stage of an impact evaluation to measure effects on employability, social stability and solidarity, and labor market outcomes. They applied a quasi-experimental design (difference-in-differences) that is based on comparing youth in volunteer programs from implementing agencies (NGOs and schools/universities) that applied for and received funding

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<sup>43</sup> Depending on the type of employment some indicator can apply both to access and quality.

<sup>44</sup> Some projects that operate in multiple countries may have impact evaluations being conducted elsewhere. For example, in the pilot in Uganda, the first country where they operated, Educate! is conducting an ongoing evaluation testing their curriculum (against a control group not adopting it). The early results were encouraging: at high school graduation students who went through the entrepreneurship curriculum doubled their income.

<sup>45</sup> Several projects have ongoing midterm and completed mid-term evaluation. For example, YBF has one that measures the overall progress of key indicators, milestones, and organizational and institutional indicators that are relevant for reaching the development objectives.

from the NVSP to those that did not receive it. NGOs were scored on their proposals based on pre-defined criteria; those who scored above the cut-off point were selected for funding and served as the ‘treatment’ group, while applicants below the cut-off point served as the ‘control’ group.

The other four impact evaluations being conducted are at different stages of planning. KYEOP in Kenya is planning two impact evaluations, both randomized control trials (RCTs), on different components of the program. On their self-employment support component, there will be three treatment arms that include youth receiving grants, youth receiving business development services, and youth that received both, all compared to a control group not participating in the program. The other RCT will be on KYEOP’s business competition component and will test the impact of the program, as well as whether the size of the grants that competition winners receive determines the size of the impact on job creation and other outcomes. Specifically, aside from the control group, there are two treatments corresponding to two grant amounts: US \$18,000 and US \$36,000. FORSATI in Tunisia, UPSHIFT in Kosovo, and Generation India are in earlier stages of planning their impact evaluations.

Aside from the impact evaluations with control groups that did not participate in the project (described above), there are similar impact evaluations being conducted by IP project that measure the *relative* effects of different types of services provided. Educate! in Rwanda is working with IPA and J-PAL to conduct a randomized evaluation to examine the impact of their teacher training and support program. They are working with a sample of 211 schools across 11 districts, including public and private schools from areas of different income levels. After randomization, half receive Educate!’s practical teacher training and support, in which teachers participate in 12 days of training workshops per year, including 3 mock days per year where they practice applying new pedagogy, and receive structured lesson plans. Teachers also receive support from Youth Leaders and participate in exchange visits to other schools to observe teaching. In 2017, there will also be a Student Business Competition where students in school-based business clubs from treatment schools will present their businesses. All schools, regardless of the randomization, will be adopting the new curriculum Educate! helped to develop. The end line follow-up data will measure teacher pedagogy adoption and students from the treatment and control group schools will be compared with regards to student academic, economic, and labor market outcomes.

Harambee is conducting two evaluations to measure relative impacts of services within the program. One is being conducted jointly with LinkedIn, comparing a curriculum that incorporates the use of LinkedIn to one that does not by assigning the curriculum in randomized fashion to a sample of their beneficiaries. In the evaluation, they test the effects of using LinkedIn on information on the labor market, networks, signaling ability, optimism about the career-related future, educational engagement (continued education), and long term career outcomes. The plan is to have two web-based or mobile-based surveys at the beginning and end of the program, followed by a tracer survey and combine this with LinkedIn network-related metrics. Another evaluation by Harambee is being done with J-PAL to understand the effects of different types of labor market signaling on the youth’s labor market outcomes. Specifically, they provide assessment of competency for each candidate in three types of reports: (1) public reports made available to businesses and employers, (2) private reports for the beneficiary and (3) private reports

made available to the beneficiary's household. There are 6 different treatment groups each getting a different combination of the three types of reports and a control group that does not receive any report.

### 4.3 Collecting monitoring and evaluation data

Tracking data after program exit is a challenge, but many programs well into their implementation have made adaptations to overcome it. Some of the common causes for attrition have been mobility of youth, lack of incentives to respond, lack of trust with data collectors, and general lack of cooperation by ex-beneficiaries. This is especially hard for online platforms, despite having detailed data on which users have gone through the program. Ta3mal has physical counterparts, yet they still have significant attrition. Some incentives-related dilemmas are based on a misunderstanding of why data is being collected and how job placement is done in programs. For YBF in Colombia, youth would report not having jobs because they thought that a better offer might come along if they reported being unemployed.<sup>46</sup>

Some programs address this by working with third parties specializing in data collection. Generation India works with Gallup to collect much of its data, having Gallup administer mentorship surveys, patient satisfaction surveys (for those working in health services), floor supervisor surveys, independent tasks surveys, and worker satisfaction surveys. DDD also works with a third party to collect beneficiary follow-up survey data.

Multiple IP interventions conduct capacity building related to collecting and monitoring data. Both FORSATI and Via are building capacity of government institutions to better track outcomes and process indicators, as well as outcomes after the program. Via builds the data and M&E capacity of institutions doing entrepreneurship promotion as well as institutions training youth (TVETs) in Tanzania. The ILO works with FORSATI, similarly, in building M&E capacity on public employment services offices and, as discussed above, are at the beginning of conducting an impact evaluation of FORSATI. NEO builds the capacity of their partner institutions based on results from the self-assessment tool, which measures competency in 8 areas, one of which is M&E capacity.

Other projects that report successful data collection rely on **relationships established during the program**. Multiple programs that had trouble tracking outcomes after beneficiaries exited, at some point, used impersonal approaches. Applying techniques that were essentially 'cold calls' did not work. Some programs sent automated emails and have gotten low rates of response (S2S). In Kuza, they found phone calls or household surveys were not efficient. Now they use SMS and this is working significantly better because they are able to explain who they are in the text and gain some trust. There were multiple programs that had a similar case and began applying a more relationship-based approach after initial difficulties collecting data.

Three types of data collection that leveraged relationships stood out: **mentor or counselor collection, creating or using beneficiary's social networks, and connecting with employers**. Generation India uses 'social butterflies', those in the program that build personal relationships

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<sup>46</sup> Although for YBF the main challenge was the mobility of youth and changes in their cell phone numbers.

with other beneficiaries, which they identify during training. YBF began creating WhatsApp groups as a method of communicating opportunities and staying in touch with the participants in each cohort. Projects that have interactions with employers, especially where job placement is involved, collected data through them. Harambee and Generation, who have strong ties to employers they connect beneficiaries with, take this approach. In their capacity building of FORSATI, ILO is collecting data from counselors who have a lengthy engagement of over 6 months with beneficiaries, during and after the program.

#### 4.4 Costs, economic analysis, and rates of return

Economic analysis, mainly through cost benefit analysis, enables projects and funders to understand the effectiveness of projects. However, as pointed out in the recent systematic review of evaluations of youth employment programs (Kluve et al 2016a), while impact evaluations have garnered significant attention, discussion of costs and cost benefit analysis does not usually accompany them. Nonetheless, economic analysis and costs are beginning to play a larger role in youth employment.

This type of analysis was mainly applied by **public sector funders** in the past, but now **new social enterprise and sustainability models** are showing broader appeal. The Millennium Challenge Corporation (MCC) requires that each project calculate a rate of return during its design development stage. Similarly, the World Bank requires that projects provide economic analysis by providing either cost effectiveness measures, or rates of return calculated from cost benefit analysis. In both these cases, rates of return were the default metric, specifically economic rates of return (ERRs). Through ex-ante ERRs, funders in the public sector are able to gauge whether ‘tangible’ economic benefits to the economy as a whole are being generated, even if the private sector is not able to capture them. MCC requires a minimum ERR of 10%. DFID also evaluates its projects on cost efficiency by measuring Value for Money (VfM) metrics. In this public sector context, growing appreciation for the significant amount of social benefits associated with youth being employed (especially in the target populations of several IP programs) is beginning to persuade projects to apply social rates of return<sup>47</sup>. At the same time, social enterprise and recent sustainability models are being adopted more frequently among youth employment programs and with them an increased reliance on rates of return or equivalent calculations.

Three projects in the IP fall into each of the two groups: the traditional application of economic analysis to justify the funding for a project (or measure its value-add) and the recent application of real-time analysis for purposes of sustainability. The three projects that applied economic analysis in the more traditional ways were all tied to developing agencies: KEYOP in Kenya and NVSP in Lebanon with World Bank and Kuza with DFID. On the other hand, as discussed above, Harambee

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<sup>47</sup> Social rates of return incorporate positive social externalities such as reductions in crime and improved social cohesion into the benefit streams used in a cost benefit analysis. See forthcoming paper by Robalino, Romero, and Walker which develops a methodology for estimating social rates of return for supply and demand side youth employment programs.

and Generation have focused on estimating returns in their sustainability model. In the case of Generation, private sector returns to investment are estimated through the detailed measurement of the gains in efficiency in specific occupation and tasks to show the increased performance a firm achieves by hiring Generation beneficiaries. Harambee (through the support of the Boston Consulting Group) measures rates of return based on economic impacts, social impacts, and commercial impacts. These are done using estimates of cost savings to the private sector and direct and indirect benefits of income generated. DDD, although a training program at heart, operates as a social enterprise having successfully reduced reliance on external funding by tracking their revenue, costs, and beneficiary productivity.

**IP HIGHLIGHT:  
Harambee's economic analysis**

Harambee based their measure of economic returns (for the national economy) mainly through calculating the benefits from the reduction in labor intermediation costs, higher productivity workers, and increased worker retention. Their measurement of social return was based on a combination of the net increased incomes of beneficiaries, and the indirect benefit to other individuals and families that have proximity to beneficiaries. In their calculation, the indirect social benefit estimates are much greater than the net increase in income beneficiaries attained because of Harambee. Finally, they also measure the private sector return by comparing the increased productivity of entry-level staff and reduced costs of recruitment to the fees charged, similar to Generation.

## 5. Conclusion

This report set out to describe different design features used by the 19 youth employment projects in S4YE's impact portfolio. The report also highlights ways in which each of these projects are using interesting and innovative methods to help young people access better quality jobs and track their own progress. These insights can offer new ideas to implementers, funders, and policy-makers for both supply-side and demand-side interventions, as well as linking supply and demand-side to enhance job creation and improve youth access to productive work opportunities.

Projects across the IP are innovative, experimenting with new models in design and implementation. In screening and profiling, projects are selecting youth beneficiaries based on motivation, in addition to need-based criteria and are providing structured assessments to help guide youth in career interests. Projects are approaching skills training with new ideas including simulating the workplace environment, adopting student-centered pedagogy, and using technology for virtual delivery platforms. Additionally, projects are working with private sector in new ways, such as adapting approaches to work with SMEs, and are developing novel ways to support youth entrepreneurs through business plan competitions, social entrepreneurship, youth group-based business models, and linkage to agriculture value chains. Furthermore, implementers are applying behavioral insights to shift perceptions (e.g. shifting employer perceptions of vulnerable youth) and nudge behavior change (e.g. encouraging young girls to consider non-traditional career pathways). Around sustainability, projects are experimenting with new models in cost-sharing and fee-for-service models.

In M&E, the IP has many strengths. Many projects are conducting impact evaluations that are broadening our understanding of what works, from asking whether the size of grants matter to whether professional networks are expanding due to youth employment projects.<sup>48</sup> Economic analysis is also an important theme, with multiple projects beginning to use it in new ways and for new purposes. The most commonly measured job outcomes were related to the proportion of economically active beneficiaries or changes in incomes and earnings. While in the context of individual projects, these have straight forward interpretations, aggregating and comparing them across projects can be challenging. Reasons include youth being self-employed or wage-employed, differences in reporting local currencies, and difficulties establishing a common baseline for earnings increases. However, feasible solutions can be devised to overcome these aggregation challenges.

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<sup>48</sup> For a more detailed and comprehensive assessment of what does and does not work in youth employment programs, see also the S4YE stock-take report that curates evidence on both supply and demand sides: "S4YE Stock Take of What works and what doesn't in Youth Employment" - *forthcoming*

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## Annex 1: Key Definitions

**Beneficiaries:** Youth partaking in a youth employment intervention.

**Demand-side interventions:** Interventions that create new jobs within existing employers, create new enterprises with job vacancies for youth, or improve the quality of existing jobs.

**Direct implementation interventions:** Interventions that affect individual youth or employers.

**Employability skills:** Skills related to finding and getting a job such as interviewing, resume writing, and punctuality.

**Evaluation:** A systematic, objective assessment of an ongoing or completed project design, implementation, and results to determine its relevance and the fulfillment of objectives, efficiency, effectiveness, impact, and sustainability.

**Full time equivalent:** Jobs in which an individual works at least 240 days and 40 hours per week.

**Impact evaluation:** Quantitative evaluation based on the comparison of a treatment group to a control group (or equivalent counterfactual).

**Intermediate Outcomes:** Outcomes that are relevant to jobs and support labor supply and demand. For firms, they are related to being able to access markets and grow. For youth, they are related to engaging in the labor market and having the necessary skills.

**Intervention:** (1) Youth skills training, (2) enterprise and entrepreneurship promotion, (3) market clearing activities, (4) systems reform (institutional capacity building, policy advocacy and reform, and systems coordination), and (5) subsidies and grants to enterprises.

**Job access outcomes:** Outcomes relevant to improved access to good jobs by connecting people to opportunities and inclusion of disadvantaged segments of youth. **This aspect focuses inclusiveness of jobs, especially for the disadvantaged.** This assumes that the labor market functions well, with adequate mobility and information on both demand and supply side. Interventions can also support equal access by providing incentives to job seekers and employees as well as for employers. Asking the question “Jobs for whom?” allows targeting of specific vulnerable or traditionally disadvantaged group in the labor market, especially women, youth, and the bottom 40%. Targeting can also be spatial – for example creating jobs in a lagging region, or in fragile or vulnerable settings.

**Job creation outcomes:** Outcomes relate to the creation of more jobs, whether direct or indirect, for project target beneficiaries. This includes direct jobs created by a project, whether short- or long term, for example through public works and livelihoods. More generally, jobs are created by private sector firms, either by new firm entry, or by growth and expansion of existing firms, resulting in hiring of more staff. While such jobs may often cover formal wage employment, one outcome may also be increase in entrepreneurs and self-employed and their businesses, basically a firm of one, some of which may also recruit workers.

**Jobs outcomes:** Family of outcomes that measure progress towards having inclusive, better, and more jobs.

**Job quality outcomes:** Outcomes encompass both dimensions of productivity and working conditions and social security benefits. Worker productivity aims at improving the ability of beneficiaries to perform better in labor market and improving their job productivity levels, which in turn drives income.

**Large firm:** Company with over 100 full time equivalent employees.

**Market failures:** Market functions that lead to sub-optimal results from a social and distributional perspective.

**Medium enterprise:** An enterprise that has more than 20 and less than 100 full time equivalent employees.

**Microenterprise:** A one-person enterprise.

**Monitoring:** A continuous process of collecting and analyzing information to see how well a project program or policy is being executed and performing against expected results.

**Output Indicators:** Measure the number participants that went through project.

**Participant:** The recipient of the services delivered by an intervention.

**Process Indicators:** Measure quality of efficiency of functioning of intervention.

**Project:** A set of interventions working together under a single operation. For example, many projects combine a skills training intervention with a market clearing (employment services) intervention. A project may include both demand-side and supply-side interventions.

**Segment:** A subset of a target population constrained in the labor market.

**Self-employed:** An individual that is economically active operating a one-person business that does not require additional employees. As part of their economic activity, they do not supply labor in the labor market or hire employees in the labor market.

**Small enterprise:** An enterprise that operates with 2 to 20 full time equivalent employees.

**Soft-skills:** Includes employability, socio-emotional skills.

**Supply-side interventions:** Interventions that train youth for the job market or help connect them with job opportunities. This includes both becoming self-employed or salaried workers.

**Systems reform interventions:** Interventions that affect the labor market environment, including governments, institutions, and private sector associations.

**Track:** A sequence of services to a group of participants receives. Multiple tracks imply that multiple groups of participants are given different services.

## Annex 2: M&E Indicators

The following table lists all the indicators tracked by the projects.

Indicator Category*	Type of Indicator	Indicator Description	Project
Intermediate	Number of people with access to product markets	Number of beneficiaries estimated within selected market systems showing changes in their capacity to participate in markets	Kuza
Intermediate	Continued education	Number of students enroll in diploma and degree programs.	DDD
Intermediate	Continued education	Number of students who graduate from diploma and degree programs.	DDD
Intermediate	Continued education	Percentage of graduates engaged in continuing education opportunities	Educate!
Intermediate	Continued education	Number that plan to continue school beyond current level	UPSHIFT
Intermediate	Continued education	Number that plan to finish current level of school	UPSHIFT
Intermediate	Continued education	Number that continue their studies and/or reenter the formal education system	NEO
Intermediate	Financial behavior/ getting finance/ receiving grants	Number of assets/leases accessed by youth	U-LEARN2
Intermediate	Financial behavior/ getting finance/ receiving grants	Number of youth accessing credit and micro-leasing products	U-LEARN2
Intermediate	Financial behavior/ getting finance/ receiving grants	Number of youth with active savings accounts in banks	U-LEARN2
Intermediate	Financial behavior/ getting finance/ receiving grants	Number of youth with financial management skills	U-LEARN2
Intermediate	Financial behavior/ getting finance/ receiving grants	Number of youth with saving in non-formal and formal financial institutions	U-LEARN2
Intermediate	Financial behavior/ getting finance/ receiving grants	Average monthly saving of \$10/month for youth who were not previously saving	STRYDE
Intermediate	Financial behavior/ getting finance/ receiving grants	Financial Literacy: Students' understanding of interest rates, banking procedures, budgeting, and profit and loss	Educate!
Intermediate	Financial behavior/ getting finance/ receiving grants	Increased access to and utilization of financial services amongst youth entrepreneurs	Via
Intermediate	Financial behavior/ getting finance/ receiving grants	Percentage of economically active youth utilizing financial products, including loans, asset financing schemes, and savings	STRYDE
Intermediate	Financial behavior/ getting finance/ receiving grants	Proportion of beneficiaries that are saving regularly	STRYDE

Intermediate	Financial behavior/ getting finance/ receiving grants	Value of youth savings & capital assets	STRYDE
Intermediate	Firm Performance	Increased economic performance of youth-owned enterprises	Via
Intermediate	Firm Performance	Number of entrepreneurs realizing business profitability	U-LEARN2
Intermediate	Firm Performance	Number youth with improved business / 6 mths	YBF
Intermediate	Firm Performance	Number of young entrepreneurs transformed into SMEs	U-LEARN2
Intermediate	Firm Performance	Number of beneficiaries estimated within selected market systems with an increase in enterprise performance	Kuza
Intermediate	Firm Performance	Percentage of youth expanding business 30% for direct beneficiaries, 20% for indirect beneficiaries)	STRYDE
Intermediate	Firm Performance	New businesses/employment are sustained one year after startup	STRYDE
Intermediate	Social Networks	Number youth in alumni networks	YBF
Intermediate	Social Networks	Social networks: Change in social network (higher status, and (or) new contacts may alter people's social network)	FORSATI
Intermediate	Social Networks	Social networks: Negative spillovers to non-participants (substitution effects)	FORSATI
Intermediate	Social Networks	Social networks: Peer effects (transmission of knowledge/change of social norms)	FORSATI
Intermediate	Soft-skills / socio-emotional assessment	Intervention/implementation quality: Skills formation (testing knowledge/skills) and job search behavior	FORSATI
Intermediate	Soft-skills / socio-emotional assessment	Comprehension of core self-efficacy training content	STRYDE
Intermediate	Soft-skills / socio-emotional assessment	Communication skills: Confidence in asking questions; expression of opinions, avoiding violence	UPSHIFT
Intermediate	Soft-skills / socio-emotional assessment	Increase in tolerance values of the youth at the end of their volunteering experience.	NVSP
Intermediate	Soft-skills / socio-emotional assessment	Increased employability/soft skills of volunteers participating in the program	NVSP
Intermediate	Soft-skills / socio-emotional assessment	Organizational skills assessment (self-assessment)	UPSHIFT
Intermediate	Soft-skills / socio-emotional assessment	Problem solving abilities self-assessment (e.g. analyzing information, gathering input before decision making, and similar)	UPSHIFT

Intermediate	Soft-skills / socio-emotional assessment	Proportion of youth volunteers with increased awareness/understanding of key psychosocial concepts.	NVSP
Intermediate	Soft-skills / socio-emotional assessment	Self-efficacy: assessing whether the respondent has an internal or external locus of control.	Educate!
Intermediate	Soft-skills / socio-emotional assessment	Social-psycho well-being:(Female) empowerment	FORSATI
Intermediate	Soft-skills / socio-emotional assessment	Social-psycho well-being: Aspirations	FORSATI
Intermediate	Soft-skills / socio-emotional assessment	Social-psycho well-being: Self-confidence/self-esteem/self-control/propensity to engage in violence	FORSATI
Intermediate	Soft-skills / socio-emotional assessment	Teambuilding skills self-assessment	UPSHIFT
Intermediate	Soft-skills / socio-emotional assessment	Improvement in attitude, confidence, and beliefs among participants	STRYDE
Intermediate	Soft-skills / socio-emotional assessment	Improve Workforce Readiness through Increased 21st Century and Business/Employability Skills: budgeting, business planning, financial literacy, self-efficacy	Educate!
Intermediate	Technical skills assessment or certification	Employability training outcomes	Harambee
Intermediate	Technical skills assessment or certification	Number of beneficiary youths obtaining a skill certification	KYEOP
Intermediate	Technical skills assessment or certification	Number of youth who acquire relevant and adequate skills for the market	U-LEARN2
Intermediate	Technical skills assessment or certification	Percentage of youth acquiring and using national certification	U-LEARN2
Intermediate	Technical skills assessment or certification	Business planning: Students' ability to consider and identify relevant inputs needed to create a business plan	Educate!
Intermediate	Technical skills assessment or certification	LMS Confidence score	S2S
Intermediate	Technical skills assessment or certification	LMS quality score	S2S
Intermediate	Technical skills assessment or certification	LMS quiz score	S2S
Intermediate	Technical skills assessment or certification	New and existing entrepreneurs gain entrepreneurship and business planning/mgmt skills	Via
Intermediate	Technical skills assessment or certification	Youth gain market-responsive technical and life skills	Via
Intermediate	Other - Intermediate	Engagement in Economic Activities	STRYDE
Intermediate	Other - Intermediate	Beneficiary professionalism	Generation
Intermediate	Other - Intermediate	Produce/sell articles, handicrafts, clothes, food	UPSHIFT

Intermediate	Other - Intermediate	Change in households' asset ownership: percentage of youth households with increased assets	Via
Intermediate	Other - Intermediate	(Food & beverage) Customer satisfaction, which includes contribution to building brand value; effective communication to enable high quality customer interaction, and superior identification of customer needs & suggestive selling.	Generation
Intermediate	Other - Intermediate	(Food & beverage) Increased operational efficiency, which includes: reduced breakage, spillage & errors; increased professionalism, reduced absenteeism, and tardiness; reduced supervision time; and monetization of free training space	Generation
Intermediate	Other - Intermediate	(Food & beverage) Reduction in hiring and training costs for employers, which includes: reduced cost of screening, hiring, and on-the-job training; reduced attrition per month.	Generation
Intermediate	Other - Intermediate	(Healthcare) Generation India nurse assistant graduates' contribution to nurse productivity: performance metrics include saving time, training level, proactiveness to help, stress management	Generation
Intermediate	Other - Intermediate	(Healthcare) Patient satisfaction of Generation India nurse assistant graduates: patient care, patient safety, level of courtesy, and professionalism	Generation
Intermediate	Other - Intermediate	(Healthcare) Retention (reduced attrition rate)	Generation
Intermediate	Other - Intermediate	Budgeting (Students are asked which elements are essential for a household budget)	Educate!
Intermediate	Other - Intermediate	Cost per employment day of a Generation graduate vs a non-Generation graduate	Generation
Intermediate	Other - Intermediate	Exam Scores (student academic performance)	Educate!
Intermediate	Other - Intermediate	Improved participants' overall life trajectory – metrics include home ownership	Generation
Intermediate	Other - Intermediate	Improved participants' overall life trajectory – metrics include physical and emotional well-being	Generation
Intermediate	Other - Intermediate	Improved participants' overall life trajectory – metrics include social indicators	Generation
Intermediate	Other - Intermediate	Internet usage frequency	UPSHIFT

Intermediate	Other - Intermediate	Number of employment days generated by Generation graduate basis placement & retention vs a non-Generation graduate-calculated for a 6-month period	Generation
Intermediate	Other - Intermediate	Number that work/help in family/own business with/without pay	UPSHIFT
Intermediate	Other - Intermediate	Number that work/help on household plot/farm/food garden or look after animals	UPSHIFT
Job Access	Change in unemployment rate of beneficiaries	Number of youth employed, including self-employment, at least 6 months after receiving startup grant and/or BDS	KYEOP
Job Access	Change in unemployment rate of beneficiaries	Number youth in decent job after 6 months	YBF
Job Access	Change in unemployment rate of beneficiaries	Percentage of youth in wage or self-employment	U-LEARN2
Job Access	Change in unemployment rate of beneficiaries	Percentage of youth receiving training and an internship who find a job or are self-employed after at least 6 months	KYEOP
Job Access	Change in unemployment rate of beneficiaries	Number of children and youth have gained access to decent and age appropriate jobs in formal sector companies	EYE
Job Access	Change in unemployment rate of beneficiaries	Number who work in profession trained for/studied for	UPSHIFT
Job Access	Change in unemployment rate of beneficiaries	Employment rates (formal and informal)- Students are asked if they have their own business (either operational at school or at home), or if they are employed & paid to work for someone else's business	Educate!
Job Access	Change in unemployment rate of beneficiaries	Employment: The probability of (self)employment	FORSATI
Job Access	Change in unemployment rate of beneficiaries	Improved employment status of young people from disadvantaged backgrounds: Number and % youth transitioned into jobs	Via
Job Access	Change in unemployment rate of beneficiaries	Number placed in a job	Generation
Job Access	Change in unemployment rate of beneficiaries	Learners who secured employment	S2S
Job Access	Change in unemployment rate of beneficiaries	Number of youth which obtain long-term work	DDD
Job Access	Change in unemployment rate of beneficiaries	Percentage of former volunteers who were offered a job following their volunteering experience	NVSP
Job Access	Change in unemployment rate of beneficiaries	Percentage of graduates that are placed into jobs (job placement)	Generation

Job Access	Change in unemployment rate of beneficiaries	youth who graduate from technical and vocational training programs obtaining a job (graduates who are hired are expected earn a salary that exceeds the minimum wage established by law.)	NEO
Job Access	Change in unemployment rate of beneficiaries	Number of children and youth are employed in age appropriate and decent work (including self-employment)	EYE
Job Access	Length of time of unemployment	Employment: The duration of unemployment spells	FORSATI
Job Access	Other - Job Access	Number employed in each sector	Harambee
Job Access	Other - Job Access	Number of youth who have successfully transitioned to pursue further opportunities, jobs, enterprises	U-LEARN2
Job Access	Other - Job Access	Percentage of placed graduates that remain employed in a relevant field	Generation
Job Access	Other - Job Access	Duration of employment	Harambee
Job Access	Other- Job Access	Number child laborers with access to decent and age appropriate jobs through sector specific skills training	EYE
Job Access	Other - Job Access	Activity as regular or casual employee/self-employed/employer	UPSHIFT
Job Access	Other - Job Access	Activity in return for income in cash or in kind	UPSHIFT
Job Creation	Number beneficiaries becoming self-employed	Increased number of youth-owned enterprises: Number and percentage of youth transitioned to self-employment or entrepreneurship	Via
Job Creation	Number of jobs created by beneficiary existing firms.	Number of new jobs estimated to have been created in the wider economy as a result of sector growth	Kuza
Job Creation	Number of jobs generated by newly registered or created firms	Number of additional employees in those businesses-Students are asked if they pay anyone to be full-time staff (20-40 hours per week, every week). Asked for number of employees and wages paid	Educate!
Job Creation	Number of jobs generated by newly registered or created firms	Number of additional jobs created by young entrepreneurs	U-LEARN2
Job Creation	Number of new firms registered or created	Number of youth who start and grow their businesses	U-LEARN2
Job Creation	Number of new firms registered or created	Number of youth created businesses	YBF
Job Creation	Number of new firms registered or created	Number of accelerated startups	LP-ESBC
Job Creation	Number of new firms registered or created	Number of businesses created	LP-ESBC

Job Creation	Number of new firms registered or created	Number of small businesses started - Students are asked if they have a business operating out of their school, and/or if they have a business they operate at home (ownership rate)	Educate!
Job Creation	Number of new firms registered or created	Percentage of youth starting business	STRYDE
Job Quality	Contract type	Employment: The quality of employment (short term/long term contract, fringe benefits)	FORSATI
Job Quality	Contract type	Number employed in each type of job (job title)	Harambee
Job Quality	Contract type	of employed graduates are expected to have formal jobs.	NEO
Job Quality	Earnings/income of beneficiaries	Percentage increase in average earnings among workers (self-employed or wage) at least 6 months after receiving startup grant, BDS or biz competition award	KYEOP
Job Quality	Earnings/income of beneficiaries	Percentage that increase in net income by at least 65%.	U-LEARN2
Job Quality	Earnings/income of beneficiaries	Additional change in annual income in selected sectors	Kuza
Job Quality	Earnings/income of beneficiaries	Average change in annual income per beneficiary	Kuza
Job Quality	Earnings/income of beneficiaries	Average youth income	STRYDE
Job Quality	Earnings/income of beneficiaries	Earnings after graduation	DDD
Job Quality	Earnings/income of beneficiaries	Earnings	FORSATI
Job Quality	Earnings/income of beneficiaries	Income	Generation
Job Quality	Earnings/income of beneficiaries	Total earnings: How often Scholars earn income with their business and how much they earn overall (students can give the amount they earn monthly, annually or by season)	Educate!
Job Quality	Earnings/income of beneficiaries	Change in individual income: Percentage of youth with increased income	Via
Job Quality	Earnings/income of beneficiaries	Average earning of \$480 per person/yr measured 3 yrs after training for new (labor costs)	STRYDE
Job Quality	Earnings/income of beneficiaries	Pay increase	Harambee
Job Quality	Earnings/income of beneficiaries	Salary level	Harambee
Job Quality	Earnings/income of beneficiaries	Total estimated number of beneficiaries with increased annual income	Kuza

Job Quality	Hours or days worked	Hours worked per day	Harambee
Job Quality	Hours or days worked	Hours worked per day	Harambee
Job Quality	Productivity	Worker productivity	Generation
Job Quality	Other - Job Quality	Youth received job promotion	Harambee
Job Quality	Other - Job Quality	Duration graduates stay on the job, and how quickly they advance to next step on career ladder	Generation
Job Quality	Other - Job Quality	Number of youth that gained access to decent and age appropriate jobs in formal sector companies	EYE

*\*Note: Some indicators fit more than one category*

## Annex 3: Individual Descriptions of the 19 Impact Portfolio Projects

### Project Name: Digital Divide Data (DDD)

**Organization(s):** Digital Divide Data (DDD)

**Country:** Cambodia (part of a multi-country project that also includes Laos and Kenya)

**Dates of Implementation:** 2017 (ongoing)

**Funding Amount:** \$133,000

**Partners:** Changemaker Cambodia, Cambodia Disabled People's Association, Boeing

**Website:** <http://www.digitaldividedata.com/>

#### **Project Description:**

DDD is a training and skills development as well as employment and intermediation services program which facilitates education and work experience for the youth of Phnom Penh, Cambodia via its Work-Study program. DDD's theory of change is that combining employment with education, professional skills development, career counseling and work experience points youth towards higher incomes and better lifetime earning potential. The program encompasses: recruitment (enrolls high school graduates living in poverty), training (youth develop computer and English skills), employment (DDD hires promising trainees), education and professional development (DDD facilitates participants pursuing higher education), as well as outplacement and internal promotions (associates receive support in their job search or are promoted within the DDD).

#### **Target Population:**

DDD identifies motivated youth, aged 17-24, who do not have access to decent jobs or higher education. DDD recruits from the following groups:

- **Rural youth.** DDD recruits from rural areas where families are reliant upon subsistence agriculture and where employment opportunities are especially limited.
- **Women.** DDD promotes equal opportunities. 50% of its associates are women.
- **Orphans.** DDD targets youth without parents offering a nurturing environment.
- **People with disabilities (PwD).** DDD actively recruits PwD. In Cambodia, DDD employs youth with disabilities caused by polio, and survivors of landmine accidents.

#### **Results to-Date and/or Target Results:**

DDD has empowered more than 2,500 youth with long-term work, and 1,750 have graduated from its Work-Study program. DDD is working with 900 young people in Cambodia, Laos and Kenya. Its goal is to employ 5,000 youth by 2021. As it takes 3 to 4 years to graduate from the program, DDD should serve about 10,000 youth over the next 10 years. Key outcome indicators for DDD include:

- Earnings after graduation (as compared to non-DDD high school graduates)
- Number of youth that obtain long-term work
- Number of graduates

#### **Interesting Features & Innovations:**

- Pioneered an **Impact Sourcing Model** in which it recruits clients internationally, similar to a consulting firm providing them a service, and then fills the contracts by hiring beneficiaries as part of their on-the-job training phase and then long-term employment opportunity.
- Work-Study program allows associates to divide time between work and education sponsored by DDD through flexible work schedules.
- Learning Management System (LMS) provides a platform for complementing local higher education, leading to better employability for associates, and provide a foundation to scale DDD's impact.
- DDD's annual surveys indicate their graduates earn two to three times more than the average Cambodia high school graduate.

## Project Name: The Educate! Exchange

**Organization(s):** Educate!

**Country:** Rwanda (Educate! also works in Uganda)

**Dates of Implementation:** 2016-2020

**Funding Amount:** \$3,600,000

**Partners:** Rwanda Ministry of Education and Akazi Kanoze Access (youth livelihood program)

**Website:** <http://www.experienceeducate.org/>

**Project Description:** Educate! works in Uganda and Rwanda to bring leadership, entrepreneurship and workforce readiness education and support at a systems-level to youth in secondary schools. We are focusing on Educate!'s operations in Rwanda for the Impact Portfolio. Educate!'s role in Rwanda is two-fold: they served as a technical advisor to the government on the skills-based entrepreneurship curriculum reforms for upper secondary school and to support the roll-out of the reforms. They've created Educate! Exchange, in partnership with the Rwanda Education Board (REB) and Akazi Kanoze Access, a program focused on teacher training, specifically for teachers to adopt the new competency-based curriculum and student-centered, active learning pedagogy. From 2016-2020 the program will reach over 550 teachers and impact 34,000 youth. Educate! is running workshops for government trainers and entrepreneurship teachers to prepare for the new curriculum, and is helping teachers adopt the new curriculum components: Skills Lab (the experiential education pedagogy aspect of their model) and Student Business Clubs. The goal is that teachers will transition from lecture-centered teaching towards a skills-based pedagogical structure.

**Target Population:** Upper secondary entrepreneurship teachers and students.

**Results to-Date and/or Target Results:** Through the Educate! Exchange, 100 teachers and 6,000 youth are reached annually (2016-2017) across over 100 schools in 11 districts in Rwanda. In 2018-2019 it will reach 175 teachers and 10,500 students annually. Through the national curriculum reform, every Rwandan student in upper secondary school is reached (215,000 students annually). Key outcome indicators, and targets, for Educate! include:

- Improved teacher pedagogy (adoption of active learning teaching methods)
- Improve Workforce Readiness through Increased 21st Century and Business /Employability Skills: including business planning, financial literacy, self-efficacy
- Employment rates (formal and informal)
- Business ownership rates
- Total earnings
- Number of additional employees in those businesses
- Student academic outcomes - % Scholars completing school level and performance on exams

With funding from J-PAL, researchers affiliated with IPA are conducting an RCT examining the impact of Educate!'s intervention on implementation of Rwanda's new entrepreneurship curriculum. Impact measures will include those mentioned above. There's a completed RCT of Educate!'s work in Uganda. The study found a doubling of annual income in program graduates (and 120% increase in female graduates), a 64% increase in small businesses at home, 123% increase in community projects. There was a 152% increase in small businesses at home for girls.

### Interesting Features & Innovations:

- **Educational systems reform** of entrepreneurship curriculum in upper secondary schools.
- **Teachers shifting from lecture-based delivery to student-centered teaching** to foster 21<sup>st</sup> century soft skills in students
- **Student business clubs and peer-to-peer entrepreneurship teacher mentoring**
- Using technology **for real time reporting of M&E/metrics via online dashboard**. Youth Leaders report program data via SMS text.
- **Build-Measure-Learn (BML) feedback loops** for M&E and improving program design.

## **Project Name:** Education for Youth Empowerment (EYE) Bangladesh

**Organization(s):** Save the Children

**Country:** Bangladesh

**Dates of Implementation:** 2012-2020

**Funding Amount:** \$18,190,718

**Funders:** European Union, World Bank, DANIDA, Accenture, DFID, Loblaw Companies, Ltd., Oliver, Dressmann, C&A Foundation, IKEA Foundation, Bestseller A/S, Nethope/Google, and individual donors.

**Partners:** NGOs, Government of Bangladesh and corporate partners.

**Website:** <https://bangladesh.savethechildren.net/eye-program>

### **Brief Project Description:**

EYE aims to transform the life outcomes of vulnerable adolescents and youth through basic education, vocational training and employability skills training and using the influence of global brands in value chains to improve working conditions. It has **five interlocking components:**

1. Accelerated basic education/Literacy, numeracy and communicative English, which includes six months of pre-qualification training for vocational training.
2. Three to six months of vocational training on specific trades in line with Bangladesh's National Skills Development System (NSDS). Target trades/value chains include ready-made garments, electrical, electronics, agriculture and information technology (IT). The project promotes non-traditional trades for females.
3. Three to six months of apprenticeship at the production site of private formal companies.
4. Three days of financial literacy and business development training to youths who want to start their own business.
5. Employability skills training (life-skills, occupational health and safety, career counselling). EYE teaches occupational health and safety (OHS) and is advocating for sector-wide adoption of OHS in garment and ICT sectors. Career counselling enables youth to make informed choices on career paths at beginning, during, and after training.

**Target Population:** Youth aged 15-24 from slums and rural areas working in hazardous conditions in the informal sector participate in EYE program. Youth must be NEETs from high poverty settings. EYE program is working in both urban and rural areas in 10 city corporations (slums), 20 districts and 90 Upazillas (rural) areas.

**Results to-Date and/or Target Results:** The EYE program across all of Bangladesh reaches 180,000 youth each year in partnership with 22 national organizations and-50 corporations- Cumulatively, the program has reached 550,804 youth between 2012 and 2017. Key output and outcome indicators and targets for EYE include:

- Number of youth trained who pass exam and certified: 30,000 youth
- Number of youth who graduate from program that are placed in decent employment: average of 20,000 youth per year

### **Interesting Features & Innovations:**

- Working with youth in slums and rural areas.
- Linking to Bangladesh's National Skills Development System (NSDS)
- Sectoral training approach for ready-made garments sector and electronics. Identify job vacancies upfront with employers.
- Raise awareness with global buyers and local suppliers on labor legislation – allowing youth under age 18 to work in apprenticeships
- CSR approach to informal sector, using influence of global brands in value chain to improve working conditions.
- Attracting young girls to male-dominated fields such as screen printing.
- Youth as brand ambassadors of the EYE program. Graduates motivate others by sharing their life stories and supporting the training of other youth.

## **Project Name:** FORSATI: Employment services for Tunisian youth to promote quality jobs

**Organization(s):** International Labour Organization

**Country:** Tunisia

**Dates of Implementation:** 2016-2019

**Funding Amount:** \$2,000,000

**Partners:** The program is a unique partnership between the ILO, government agencies – including the Ministry of Vocational Training and Employment (MFPE) and the National Employment Service Agency (ANETI) – the University of Passau, the United Nations University, the University of Sfax and University of Tunisia.

**Website:** <http://www.emploi.gov.tn/en/employment/programs-of-employment/forsati-program/>

### **Brief Project Description:**

FORSATI is a capacity building program which works with Tunisia's government employment services offices and has individuals commit to a personalized 6- to 12-month personal action plan that they sign with their respective employment service officer. Selected individuals are profiled and a counselor determines the best services for individuals. It has also developed unique partnerships between government, international organizations and research groups.

The program is part of the ILO's Tageem initiative in the Middle East and North Africa, which focuses on Monitoring & Evaluation. The ILO team will be obtaining data from the PES offices and FORSATI counselors for these purposes. The team also will also perform an evaluation of the program.

### **Interesting Features & Innovations:**

- Engages in capacity building for public employment services (PES) offices to make them more demand-driven through employer partnerships.
- Develops personal action plans for youth and provides monetary incentives for youth to find jobs.
- Uses job quality indicators [elaborate]
- Addresses crucial employment issues in Tunisia's post Arab Spring context.
- Tageem Initiative provides impact evaluation.

### **Target Population:**

Targeted include job seekers between the age 18 to 30 (make up 80% of beneficiaries). Young women and youth in rural areas are encouraged to register for FORSATI's services as well as vulnerable groups including disabled youth, inactive youth and those returning from armed conflicts in Syria, Iraq and Afghanistan.

### **Results to-Date and/or Target Results:**

FORSATI is serving 60 public employment offices, reaching 50,000 young people in 2016 and will expand to all 115 offices next year with a total expected outreach of 120,000 youth. Impact evaluation will explore FORSATI's impact on labor market outcomes for youth.

## Project Name: Generation

**Organization(s):** Generation: You Employed, Inc.

**Country:** India (Part of a five-country initiative including Kenya, Mexico, Spain, and United States)

**Dates of Implementation:** 2015-2020

**Funding Amount:** \$250,000,000

**Partners:** Partners with nonprofits, community organizations, and employers to deliver the program

**Website:** <https://www.generationinitiative.org/>

**Project Description:** Generation prepares unemployed or underemployed young people for entry-level middle-skill jobs that feature either high scarcity or high turnover. Generation India is training students for professions in healthcare, hospitality, and retail. Methodology has six components:

- (1) **Jobs & direct engagement with employers:** Works with employers to confirm job vacancies into which program graduates can be placed, and works with them to identify the most important activities of the targeted profession, as well as the underlying technical, behavioral, and mindset skills.
- (2) **Recruitment of candidates:** Recruitment contains multiple filters: (i) degree to which the candidate possesses the intrinsic qualities consistent with the target profession; (ii) level of will and commitment of a candidate to access an opportunity to change his/her life; and, (iii) employer application requirements.
- (3) **Integrated 5- to 12- week work-readiness training:** Training is anchored on repeat and intensive practice of the most important activities (called ‘breakdown moments’) of the target profession. Over 75% of program is a practicum.
- (4) **Social-support services:** In some cases, provides social-support services such as stipends and transportation assistance. Generation students receive “life mentors” for six months after graduation.
- (5) **Return on investment:** Rigorous tracking of Generation’s short- and long-run impact with regard to the well-being of participants, return on investment for employers, and program efficacy.
- (6) **Data:** Tracks their data for recruitment, boot camp training, job placement, and job performance.

**Target Population:** Generation India targets unemployed and underemployed young people (18-29) who belong to disadvantaged communities in urban or semi-urban/rural settings. Of the students served thus far, 56% are female, 68% have dependents, and 80% are unemployed at the time of recruitment.

**Results to-Date and/or Target Results:** Generation India intends to connect 500,000 youth with skills and jobs. To date, it works with 32 training centers across 16 cities in India; has nearly 3,000 students and graduates; and has 250+ employer partners (12 are committed to paying 30-70% of operating costs). Over 90% of Generation nurse assistant graduates receive job offers. Those employed have 75% retention at 3 months (compared to ~60% industry average), and graduates have six-fold increase in income. 75% of nurse supervisors report that quality of patient care has improved, and they save about 30 minutes of nurse supervisor time per shift. Key outcome indicators include ROI/impact for graduates and employers:

- Percentage of graduates that are placed into jobs and remain employed in a relevant field
- Improved participants’ overall life trajectory – metrics include home ownership, net income, social indicators, and physical and emotional well-being
- Reduced costs associated with recruiting and turnover
- Profession-specific productivity of Generation graduates relative to non-Generation employees
- Cost per student per day employed over 6-month period (combines program cost, job placement, and retention)

### Interesting Features & Innovations:

- Intensive, boot camp-style training based on **job “breakdown moments”**
- **Measuring ROI:** Show employers reduced costs associated with recruiting and turnover, as well as higher quality work outcomes. Make a case for employers to co-invest, as well as learners to pay a portion of the training cost.
- **Gallup** is independent research partner to track impact.
- **Pre-commitment of job vacancies** from employers
- Commitment to **tracking Generation alumni** to get reliable data on long-term graduate outcomes.

## **Project Name:** Harambee Youth Employment Accelerator

**Organization(s):** Harambee Youth Employment Accelerator

**Country:** South Africa

**Dates of Implementation:** 2011-2021 (current budget cycle)

**Funding Amount:** \$120,000,000

**Partners:** National Treasury, Yellowwoods Social Investments, Gauteng Provincial Government, The MasterCard Foundation, The Rockefeller Foundation, Michael and Susan Dell Foundation, JP Morgan, DG Murray Trust, First Rand Empowerment Foundation, Ford Foundation, USAID

**Website:** <http://harambee.co.za/harambee/>

### **Brief Project Description:**

The Harambee Youth Employment Accelerator provides work readiness and skills training for young South African work seekers as well as employment and intermediation services for partner employers. Harambee has a dedicated management team focusing on partnering with employers and seeking out their needs and demand for youth entry-level workers. These key account managers also conduct a thorough diagnostic on the conditions of jobs that will open up, the skills they'll require, the expectations out of the youth, their salary, among other aspects. A benchmark is established on the requirements for the employer's positions and this is later used to match the Harambee beneficiaries with the jobs.

Harambee deploys a variety of sourcing mechanisms including community teams, and screens candidates (telephonically and onsite) using a social means profile. Harambee is currently conducting a randomized evaluation of the relative effects of different types of signaling in the labor market as well as another, testing the network effect of LinkedIn and associated workplace outcomes

### **Target Population:**

Harambee targets young work seekers, at risk of long-term unemployment, with potential to integrate into the formal economy. These candidates are identified as: South Africans between 18 and 28 years old; have never had sustained formal sector employment; educated in a township/rural school, and now out of the formal education system; living in a poor household with low/no levels of employment and high reliance on state support for basic needs.

### **Results to-Date and/or Target Results:**

Harambee has transitioned 36,000 unemployed young people into formal employment, reached almost 350 employer customers in six years, and conducted over 1.3 million assessments. Key Indicators for Harambee include:

- Change in employment rate of beneficiaries
- Number of beneficiaries employed in each sector
- Number of work-seekers supported
- Number of beneficiaries trained
- Pay increase of beneficiaries
- Promotions for beneficiaries
- Retention and transition rates of beneficiaries

### **Interesting Features & Innovations:**

- Hard-nosed diagnostics of sectors and employers allows for personalized training and job matching. The focus is on sectors that battle to find young people with right qualities, and face high staff turnover.
- Charge employers a fee so they have a mutual interest in seeing Harambee succeed.
- Implements sophisticated job matching using psychometrics based assessments of youth.
- "Bridging program" model for skills training provides beneficiaries with a setting as close as possible to the job they will be joining.

## **Project Name:** Kuza (Mombasa County Youth Employment Programme)

**Organization(s):** Department for International Development (DFID) and Adam Smith International

**Country:** Mombasa (Kenya)

**Dates of Implementation:** 2014-2017

**Funding Amount:** £ 5,189,000

**Partners:** Mombasa County Government

**Website:** <http://www.thekuzaproject.org/>

### **Brief Project Description:**

Kuza is a program providing skills training, entrepreneurship and enterprise promotion, employment services as well as doing systems reform. It works at both the supply and demand sides of the Mombasa labor market: the project aims to improve the market aligned competencies of youth to take on jobs or start their own businesses, while also working with local entities to adopt new business models and expand the number of jobs available for youth. Kuza has established six Labor Market Information and Training Centers (LMITCs) across the county that have adopted competency development models that serve target youth and provide post training support such as career counseling, mentoring and internships. On the demand side, it supports enterprises by providing capacity development on high-potential business models that involve hiring youth as part of the expansion strategy; the project has also promoted equity investment to expand employment opportunities in the County. Kuza has partnered with the Mombasa County Government and the private sector to develop policies and strategies that set the right conditions for increased youth employment. Kuza uses a market system development approach and implements as a facilitator working through over 40 private sector partners, over 20 community-based organizations, and five departments in the County Government.

### **Interesting Features & Innovations:**

- Match supply and demand by providing development support to SMEs and, at the same time, offering youth skills training.
- Engaged in micro retail, micro-distribution, waste management, recycling, and other labor-intensive sectors.
- Facilitates impact investment for local firms.
- Strong project sector job creation measurement.
- High response rates in SMS for tracking graduates.
- Planning to evolve into social enterprise in Mombasa county after this funding cycle.

Kuza's implementation is based on testing hypotheses through pilots and quickly feeding back findings into strategy, design, and implementation decisions. This new cycle of continuous innovation in delivery allows Kuza to quickly identify and build on emerging good practice.

### **Target Population:**

Kuza's target group criteria is 100% youth (between the ages of 18-30), 100% low income (earn less than KES 10,000/£79 per month), at least 70% indigenous coastal and at least 50% women for skills interventions and 100% low income youth for market development interventions.

### **Results to-Date and/or Target Results:**

To date, Kuza has created more than 3500 jobs for youth (both part-time and full-time), and reached almost 7,000 youth with additional skills. The main indicators tracked are:

- Jobs created directly and indirectly
- Number of beneficiaries with increased annual income
- Number of youth able to access improved skills relevant to securing employment or starting an entrepreneurial venture
- Number of pro-youth practice changes and quality partnerships adopted by system actors [public + private]

## Project Name: Kenya Youth Employment and Opportunities Project (KYEOP)

**Organization(s):** World Bank

**Country:** Kenya

**Dates of Implementation:** 2016-2021

**Funding Amount:** \$150,000,000

**Partners:** Government of Kenya: Ministry of Public Service, Youth and Gender Affairs; National Industrial Training Authority; the Micro and Small Enterprises Authority; Ministry of Labor, Social Security, and Services. And, Federation of Kenya Employers and Kenya Private Sector Alliance.

**Website:** <http://projects.worldbank.org/P151831?lang=en>

**Project Description:** KYEOP's objective is to increase employment and earnings opportunities for targeted youth. **Component 1** provides skills training to youth either in (i) three months of technical/vocational training and three months of internships in the formal sector, or (ii) five months of apprenticeship training in informal sector with master craftsmen. In addition, all youth receive two weeks of life skills training and two weeks of core business skills training as they enter the program. Youth completing apprenticeship training will be certified in the trades. **Component 2** responds to the need for job creation through: (i) start-up grants and business development services for self-employed youth; (ii) a business competition for new and young firms with the potential to grow and hire targeted youth; and (iii) an innovation challenge to finance the proof of concept and scaling up of employment programs for the most vulnerable of youth (e.g. disabled, those in conflict-affected and marginalized areas, single mothers). **Component 3** focuses on improving access to and the quality of labor market information. **Component 4** provides support for strengthening youth policy development, monitoring and evaluation, and management of the project.

### Interesting Features & Innovations:

- **Business plan competition to identify high-potential young entrepreneurs** (“high potential job creators”) expanding their companies or starting up new ventures with the potential to create jobs for youth.
- **Entrepreneurship aptitude test** to assess youth interested in going to self-employment track.
- Promotes demand driven training by requiring partnership between employers and training providers to develop curricula
- Project supports the (i) **upgrading of master craftsmen skills** and (ii) **certifying the trained youth at entry-level apprenticeship trades.**
- Using **results-based contracting**, and selecting training providers based on their track record in working with employers to place youth in jobs.

**Target Population:** Youth (18-29) who are without jobs and have experienced extended spells of unemployment or who are currently working in vulnerable jobs (working on their own, a contributing family worker, or working for wages in a household enterprise with fewer than 10 workers). The level of education of targeted beneficiaries will be up to Form 4 (secondary education).

**Results to-Date and/or Target Results:** KYEOP aims to reach 280,000 youth in Kenya. Activities will be rolled out gradually in both urban and rural areas. Key output and outcome indicators, and targets, include:

- 70% of youth receiving training who find a job or are self-employed after at least 6 months.
- 27,200 youth employed, including self-employed, at least 6 months after receiving a startup grant and/or business development services (BDS)
- 10% increase in average earnings among workers (self-employed or wage) at least 6 months after receiving a startup grant, BDS, or a business competition award
- 50% increase in average earnings among workers (self-employed or wage) at least 6 months after receiving a startup grant, BDS, or a business competition award
- 50% of direct project beneficiaries are women.

There are two impact evaluations planned: (1) randomized control trial (RCT) for the business plan competition; and (2) RCT for self-employment intervention testing differences between a control group and groups who receive (i) only cash grant; (ii) cash grant plus BDS; or (iii) only BDS.

## **Project Name: Livelihood Programme Targeting Entrepreneurship Skills and Business Creation (LP-ESBC)**

**Organization(s):** Habitat Association (Turkey), Youth Business International (YBI) & Accenture

**Country:** Turkey

**Dates of Implementation:** 2016 to 2018

**Funding Amount:** \$1,390,000

**Partners:** Union of Chambers and Commodity Exchanges of Turkey, South-eastern Anatolia Regional Development, United Nations High Commissioner for Refugees (UNHCR)

**Website:** <http://habitatdernegi.org/en/>

### **Brief Project Description:**

Livelihood Programme Targeting Entrepreneurship Skills and Business Creation provides entrepreneur promotion (including access to finance), skills training, employment services as well as doing systems reform through multi-stakeholder partnerships. It aims to economically empower individuals, reducing reliance on aid by enabling refugee entrepreneurs and Turkish youth to start and sustain their own businesses, create jobs, and contribute positively to their local communities.

The program brings together the resources and expertise of a local NGO (Habitat), an international network of organizations working on youth entrepreneurship (YBI), the private sector (Accenture) and an intergovernmental agency (UNHCR), therefore fostering a unique opportunity to work in partnership, share learning and build a strong evidence base and invest available resources wisely.

It builds on an advanced Monitoring, Evaluation and Learning (MEL) framework and develop appropriate monitoring tools. Habitat's MEL system will be backed up by an Operation Management System (OMS) – a bespoke cloud-computing infrastructure, enabling robust data gathering to underpin MEL and management information.

### **Target Population:**

The program supports beneficiaries from the Syrian Refugee community and local Turkish under-served populations towards business creation, job creation and labour force participation.

### **Results to-Date and/or Target Results:**

The program's targets are to create 300 net new businesses and train and mentor 6,720 individuals (around 3,428 refugees).

Other indicators of interest to the program are:

- Number of businesses which received seed funding and support
- Number of accelerated startups
- Number of Syrian entrepreneurs met with Turkish entrepreneurship ecosystem

Given the success of the project so far, Habitat are currently in discussions for a possibly significant expansion of the scope of the programme in late 2017 to include three additional areas of support: youth empowerment, vocational skills training and employment skills training.

### **Interesting Features & Innovations:**

- Targets Syrian refugees in Turkey and refugees living in urban settlements.
- Runs boot camps where focusing on business model development.
- Developing a future workforce curriculum to include innovation, creativity and entrepreneurship. Also trying to include software, hardware, and robotics
- Provide financial inclusion and finance products for Syrian refugees.
- Use a Salesforce M&E platform which provides informed management decisions and improves partner to shareholder communication.

## **Project Name: National Volunteer Service Program (NVSP)**

**Organization(s):** World Bank

**Country:** Lebanon

**Dates of Implementation:** 2011-2018

**Funding Amount:** \$4,600,000

**Partners:** Government of Lebanon (Ministry of Social Affairs)

**Website:** <http://nvsp.socialaffairs.gov.lb/>

### **Brief Project Description:**

The National Volunteer Service Program (NVSP) began with an initial phase in 2011 with the aim of enhancing the employability and social cohesion values of the targeted youth and seeks to expand youth volunteering opportunities. NVSP is the first youth program in MENA that combines soft skills training with volunteering promotion. NVSP provides small grants to partner organizations (municipalities, NGOs, universities, and schools); builds institutional capacity for promoting volunteerism; delivers soft skills training to participating youth; and raises awareness about the importance of volunteerism through an online portal and other tools. One of the most innovative features of NVSP is that at least 30% of youth who participate in a NVSP-financed project must come from communities outside of their own community. In addition, NVSP has created a soft-skills training curriculum developed by Harvard and Columbia graduates. The curriculum has been tailored specifically for Lebanon. It is currently entering its second phase and has expanded to include psycho-social awareness component in working with Syrian refugees and other new services.

### **Interesting Features & Innovations:**

- Volunteerism to promote youth employability and social cohesion
- Phased approach starting with social cohesion and volunteerism (Phase 1), moving to including Syrian refugees (Phase 2), and evolving to youth and jobs approach. Phase 3 will be focused on the most vulnerable Lebanese youth.
- Responding to Syrian refugee crisis
- Digital platform to facilitate matching between youth and volunteer opportunities with NGOs, schools, and private sector.
- Impact evaluation to assess relationship between volunteerism and soft skills training on youth employability and social cohesion

### **Target Population:**

During Phase 1, already completed, the project's direct target population were Lebanese youth between the ages of 15 and 24 from across all regions in the country. Phase 2 is planned and the target is the vulnerable poor Lebanese and Syrian refugees living in host communities

### **Results to-Date and/or Target Results:**

To date more than 6,000 youth have registered of which over 3,100 have volunteered and 1,900 received soft-skills training. In addition, approximately 100 different NGOs and schools and universities have been involved in the project's activities across all regions in the country. By the end of the project (December 31, 2018), it is expected that a total of 15,000 youth (both Lebanese youth and Syrian refugee youth) will have benefited from NVSP. Key output and outcome indicators include:

- Number of Lebanese municipalities where social stability has been strengthened through youth volunteering projects/activities
- Number of youth involved with volunteering projects of NGOs, universities, and schools.
- Increased employability/soft skills of volunteers participating in the program
- Proportion of youth volunteers with increased awareness/understanding of key psychosocial concepts.
- Increase in tolerance values of the youth at the end of their volunteering experience.
- Percentage of former volunteers who were offered a job.

## Project Name: New Employment Opportunities (NEO)

**Organizations:** International Youth Foundation (IYF) and Multilateral Investment Fund (MIF)

**Country:** Panama

(Part of a regional NEO program working in 10 countries in Latin America and Caribbean)

**Dates of Implementation:** 2015-2018

**Funding Amount:** \$7,760,000 (All donors)

**Partners:** NEO Alliance has 17 partners: Government of Panama (Ministries of Labor and Education); private sector (Chamber of Commerce, industry associations, National Center on Competitiveness); training institutions; and civil society. The Private Sector Council for Educational Assistance (CoSPAEC) serves as the executing arm of NEO Panama.

**Website:** <http://www.youthneo.org/>

**Project Description:** New Employment Opportunities (NEO) is a LAC regional initiative in partnership with Multilateral Investment Fund (MIF) and International Youth Foundation (IYF) to improve youth employment for one million poor and vulnerable youth by 2022 in 10 countries working across business, government, and civil society alliances. The Impact Portfolio is focusing on the NEO initiative specific to Panama. NEO Panama is working in four cities in the country across three economic sectors: construction, logistics, and tourism focusing on Panama City and the cities of David, Penonomé, and Colón. It is: (1) strengthening the capacity of youth serving institutions (YSIs) to deliver quality employability programming; (2) linking employers with training institutions to align to labor market needs; and (3) creating a stakeholder alliance with membership from business, government, and civil society to influence youth policy and generate systems-based solutions.

### Interesting Features & Innovations:

- **Systems-level** project working through **stakeholder alliance to address coordination failures** between private sector, training institutions, and government.
- Working to **close skills gap in Panama for 3 sectors: construction, logistics, and tourism.**
- **“Guide to Quality Standards” tool**, similar to ISO 9000 standards for youth employment programming.
- **Sector skills councils/roundtables** to follow labor market/skills trends at a sectoral level
- **USD \$3: \$1 match required from private sector partners** (cash or in-kind)

In terms of capacity building, NEO builds the capacity of youth serving institutions (YSIs) through an online Quality Assessment System where YSIs self-evaluate and develop an improvement plan using international best practices for quality standards (“Guide to Quality Standards” tool). YSIs receive guides, a services package, and attend workshops to improve the quality of their youth employability services.

**Target Population:** The beneficiaries are poor and vulnerable youth between the ages of 16 and 29, at least 50% of who are women.

**Results to-Date and/or Target Results:** NEO Panama will benefit 33,200 youth. The project will evaluate the link established between the training courses offered and the demands of the labor market, and its impact on the quality of the courses offered by training centers and on the hiring practices of companies through job placement services.

Key output and outcome indicators (and targets) for NEO include:

- 50% of the youth who graduate from technical and vocational training programs are expected to obtain a job
- At least 20% of them are expected to continue their studies and/or reenter the formal education system
- 50% of employed graduates are expected to have formal jobs. In addition, the graduates who are hired are expected earn a salary that exceeds the minimum wage established by law.

## **Project Name: Skills to Succeed (S2S)**

**Organization(s):** Accenture

**Country:** South Africa

(Part of a 3-country program including Ireland, South Africa and Australia)

**Dates of Implementation:** Ongoing, started September 2016

**Partners:** Mentec, Rlabs and SAYP

**Project Website:** <https://www.accenture.com/us-en/company-skills-to-succeed-academy>

### **Project Description:**

The Skills to Succeed Academy is an interactive online skills training program that provides a safe environment for young people to engage in real-life behavior, in a cost-effective manner. The character-based program engages participants with advanced learning technologies, gaming techniques, role-based simulations, telestrations, videos, quizzes and interactive exercises.

The Academy offers three main training courses addressing understanding careers, obtaining employment, and understanding how to succeed once in employment. The curriculum was designed by engaging with NGO partners, mapping the job-seeking process, and identifying common mistakes and barriers faced by young people looking for employment. The implementation approach is fully partner-based. Partners identify the beneficiaries they believe are best placed to benefit from the Academy. Full access to the system is provided to partners and ongoing support throughout implementation is offered.

An offline version of the Academy has also been created using a Raspberry Pi device which will allow youth in areas of poor connectivity or low bandwidth to access the Academy and complete training. In this way, underserved beneficiaries in rural and remote areas can be reached.

### **Target Population:**

The S2S Academy is primarily aimed at vulnerable youth, particularly 15-24 years old, within both urban and rural areas, who are not in education, employment or training (NEETs). Beneficiaries will typically also have lower levels of English and digital literacy.

### **Results to-Date and/or Target Results:**

Since its launch, Skills to Succeed Academy has skilled, globally, more than 50,000 young people and is expected to reach an additional 150,000 youth during the next four years.

Key indicators for the S2S Academy are the number of people that skilled and the number of youth securing employment. For each of the 26 component learning modules self-assessments on whether participants feel they have improved confidence and their skillset are conducted. S2S also tracks the number of modules completed by participant, module completion rates, and the duration modules take to complete.

### **Interesting Features & Innovations:**

- The online platform features interactive, role-playing, youth characters that other youth can relate to.
- The use of a Raspberry Pi Device allows the Academy to be open to partners in areas of poor or no internet connection in a cost-effective manner.
- Features a fully partner-based implementation and allows customization of offline material for local markets.
- The delivery of training through performance simulations allows for more effective learning and accommodation of the digital age impact.

## Project Name: Strengthening Rural Youth Development through Enterprise (STRYDE)

**Organization(s):** Technoserve and The MasterCard Foundation

**Country:** Rwanda (Part of a multi-country program including Kenya, Tanzania, and Uganda)

**Dates of Implementation:** 2014-2017

**Funding Amount:** \$2,918,800

**Partners:** Government of Rwanda

**Website:** <http://www.technoserve.org/our-work/projects/STRYDE>

**Project Description:** The STRYDE 2.0 approach (building on lessons from STRYDE 1.0 from 2011-2015) is a comprehensive package of services over a 12-month period. The program includes three months of small-group training on self-efficacy, entrepreneurial thinking, agribusiness, and other core topics. The self-efficacy training is designed to help young people build self-awareness, self-confidence, interpersonal communication, and time management, and better prepare them to seize entrepreneurial opportunities. It is followed by nine months of personalized aftercare, including job fairs, business development support, and economic skills training. It helps participants identify economic opportunities in their communities, build the specific skills needed to take advantage of those opportunities, and connect with employers, banks, or buyers for their goods. The project is designed to sustain the STRYDE model via capacity building and coaching of local partners (TOT model) such as local government entities, vocational training institutions, and NGOs, so they can provide STRYDE-style training to rural youth beyond Technoserve's exit. STRYDE 2.0 also offers incentives to encourage these institutions to sustainably deliver STRYDE-style trainings to students.

### Interesting Features & Innovations:

- Working to **attract young people to modern career opportunities in agriculture**. Supporting **youth-run farming group businesses**.
- Addressing **inclusive finance for youth in agriculture**, so financial institutions customize products for youth groups and adjust seasonally.
- In addition to agriculture, supporting **rural youth in off-farm opportunities**.
- **Self-efficacy training** to build self-awareness and self-confidence.
- **Youth-led model:** youth from the community are recruited and trained through TOT model to serve as business trainers and counselors.

**Target Population:** While the project targets rural youth ages 18-30, with emphasis on those 18-24 (three-quarters of beneficiaries). Half of the participants are young women. Roughly 40% of participants are engaged in no economic activity prior to their participation. 60% have completed secondary school, and other 40% have no education beyond secondary school. Basic reading and writing skills are required to enroll in STRYDE 2.0. The program also particularly targets orphans of the Rwandan genocide.

**Results to-Date and/or Target Results:** STRYDE 2.0 is improving the economic status of 7,200 rural youth in Rwanda. Key output and outcome indicators, and targets include:

- Percentage of youth starting businesses (45% for direct beneficiaries, 30% for indirect beneficiaries)
- Percentage of youth expanding businesses (30% for direct beneficiaries, 20% for indirect beneficiaries)
- Percentage of youth employed by firms (10% for direct beneficiaries, 20% for indirect beneficiaries)
- Percentage of new businesses/employment are sustained one year after startup
- Average earning of \$480 per person/yr measured 3 yrs after training for new (labor costs)
- Percentage of economically active youth utilizing financial products, including loans, asset financing schemes, and savings: (80% target)

Evaluation of STRYDE 1.0 found that youth graduates increased their incomes by an average of 133%, with 90% saving regularly, a nine-fold increase from before the training. Of the beneficiaries who have completed training, 30% were running micro- and small enterprises, 37% were engaged in farming, 11% found wage employment and 6% returned to school. Technoserve and The MasterCard Foundation are currently conducting a long-term tracer study of a sample of STRYDE 1.0 beneficiaries.

## **Project Name:** Tounes Ta3mal

**Organization(s):** Silatech and Microsoft

**Country:** Tunisia

(part of a multi-country project including Egypt, Qatar, Iraq, Morocco, Algeria, Palestine and Lebanon)

**Dates of Implementation:** Ongoing (started 2013)

**Funding Amount:** \$5,000,000

**Partners:** Government ministries (Ministry of ICT), NGOs (USAID-funded Pragma, Edupartage, AIESEC), academic institutions (ATUGE), and private sector partners (Ooredoo).

**Website:** <http://www.silatech.org/en/what-we-do/employment>

### **Brief Project Description:**

Tounes Ta3mal provides employment and intermediation services, skill training, and entrepreneurship training to support Tunisia's youth workforce. It provides job seekers with resources including career guidance, online entrepreneurship education, and employment opportunities.

The program includes support through the following stages: self and labor-market awareness, skills development, work readiness and access to jobs. Self- and market awareness are provided via online and offline access to information and career advising resources, including psychometric assessments and sessions with certified career advisors. Users have access to over 1,000 e-learning courses and to trainings provided by local partners to support their technical skills development. They are further prepared for work through soft-skills trainings, internships, and/or access to thousands of entry-level job opportunities. The program uses a state-of-the-art web-based job matching engine, a multitude of online courses, and Tamheed, an online psychometric tool for career advising.

The majority of the portal's services are delivered online, resulting in low cost-to-impact ratio and the ability to scale inexpensively into new countries. Country-level teams and partnerships direct traffic from both employers and job seekers to the portal, increasing the odds of successful and effective job matching and impact.

### **Target Population:**

The target population for this project is unemployed or underemployed Tunisian youth aged 18-30. The focus is on one or more vulnerable populations in Tunisia, including women, youth with low educational attainment particularly in rural areas, youth cohorts with relatively high unemployment rates such as university graduates, and youth susceptible to recruitment by violent extremist groups.

### **Results to-Date and/or Target Results:**

In 2017 there were 40,000 applications and 6,000 jobs posted in Tounes Ta3mal, which are their key indicators. The project team is also signing a partnership with the Tunisian Ministry of Information and Communication Technology's Smart Tunisia program, which intends to create 50,000 IT offshoring jobs, mainly focused on educated youth.

### **Interesting Features & Innovations:**

- The online platform also has a significant physical presence, including counselors and job fair.
- Features a comprehensive employability portal which provides career, referrals to skills & entrepreneurship courses.
- Uses online psychometric tests for career assessments.
- Ta3mal is now being used more on mobile devices (over 60%) compared to laptop/computers.

## Project Name: USAID Higher Education for Economic Growth (the USAID project)

**Organization(s):** RTI International

**Country:** El Salvador

**Dates of Implementation:** 2014-2019

**Funding Amount:** \$22,000,000

**Partners:** World Learning, Rutgers University, JOVEN360, El Salvador Ministry of Education and Ministry of Economy), academia (12 university partners), and private sector (4 industry associations)

**Website:** <https://www.usaid.gov/sites/default/files/documents/1862/Fact%20Sheet-%20USAID%20Higher%20Education%20for%20Economic%20Growth.pdf>

**Project Description:** The USAID project builds partnerships between industry and higher education institutions (HEIs) to build professionals who contribute to industry growth and stimulate economic and social development. Utilizing a three phase, 10-step methodology, it facilitated the creation of four industry-higher education clusters in: ICT; energy and energy efficiency; light manufacturing; and agro-industry and food processing. Industry, HEIs, and the government work together in structured partnerships to bridge the divide between academia and the private sector, enabling HEIs to be more responsive and relevant to industry needs.

**Component 1** focuses on improving the skills and knowledge of Salvadoran faculty to better prepare students for success in the 21st century workforce, and helps academic staff gain up-to-date research skills needed to provide scientific solutions to industry challenges.

**Component 2** facilitates collaboration between HEIs and industries to: (1) revise and improve curricula to align with industry demands, (2) introduce certifications that did not exist in the country, (3) support joint applied research to resolve industry problems; and (4) improve the school-to-work readiness of students through career development center services and internships. Under **Component 3**, the project, in partnership with the Ministry of Education, is facilitating a consultative dialogue to develop the country's first National Higher Education Policy. It also provides scholarships to disadvantaged students to enroll in programs updated or created under Component 2.

**Target Population:** Salvadoran higher education students (ages 18-25), and Salvadoran faculty members.

**Results to-Date and/or Target Results:** To date, the project has created four industry-higher education clusters which represent 12 Salvadoran universities – which enroll 75% of higher education students in El Salvador or about 134,000 students – and 4 industry associations that represent over 400 companies. Key output and outcome indicators (and targets) include:

- 1,000 scholarships awarded to students, including 30% female students, to enroll in STEM fields updated or created by the program
- 1,000 faculty, academic staff, and researchers participating in specialized training or academic programs relating to improvement of higher education teaching skills, curriculum design, applied research, or other relevant areas (50% of target achieved)
- 70% of faculty, teaching staff or researchers participating in training will improve competencies
- 20 tertiary education programs with curricula revised with employers input or on the basis of market research (grants to develop/upgrade some 30 curricula issued in 2016 and 2017)
- 5 career development centers established to provide career guidance and labor market information to students, especially for STEM & high-demand careers (4 created in 2016).

### Interesting Features & Innovations:

- Connecting supply and demand side by strengthening industry competitiveness and developing STEM talent pipeline, through an **industry-higher education cluster approach**.
- **Industry Advisory Boards** are a model for systematic coordination between universities and industry associations to collaborate on labor market trends, internships and practical training, updating curriculum and conducting applied research to meet industry needs.
- **Training faculty in 21st century pedagogy** to shift the teaching culture to **student-centered approaches** to foster soft skills
- **Attracting young girls to STEM fields** through Science Girls Camp.

## **Project Name:** U-LEARN 2 (“Learn, Earn, and Save”)

**Organization(s):** Swisscontact and The MasterCard Foundation

**Country:** Uganda (Part of a two-country program including Tanzania)

**Dates of Implementation:** 2016-2021

**Funding Amount:** \$5,400,000

**Partners:** Business companies, business support services companies, Directorate of Industrial Training, Ugandan Small Scale Industries Association, Centenary Bank, FINCA Uganda, District local authorities.

**Website:** <http://www.swisscontact.org/en/country/uganda/projects/projects-uganda/project/-/show/u-learn-learn-earn-and-save.html>

**Project Description:** U-LEARN 2 is improving opportunities for young women and men with limited education and skills through labor market-relevant skills training, including technical/vocational skills in agribusiness, construction, and hospitality; entrepreneurship skills; financial literacy; work readiness; and non-cognitive life skills. It also links youth to larger companies for internship and employment opportunities. There is a strong focus on supporting young entrepreneurs in the informal sector through skills development, market linkages, access to financial services, youth business associations, and mentorship. U-LEARN 2 facilitates access to entrepreneurship and market access training, business coaching, and business plan competitions. It helps build local trade-based youth business associations to facilitate peer-to-peer learning. On the finance side, it helps youth form youth savings groups and provides financial literacy training. It also works with financial service providers and government youth programs to develop, adapt, and improve access to savings, credit, and micro-leasing products for youth.

### **Interesting Features & Innovations:**

- **Market systems approach to convene young people and market actors,** facilitating linkages between companies, training institutions, financial institutions, and youth associations.
- **Tripartite model of linking youth to agribusiness, hospitality and building and construction companies:** linking youth groups to sector based companies for local and export markets and facilitating access to productive assets.
- **Taping into existing opportunities in the different sectors The Learning Group Model** and fostering **peer-to-peer learning and mentorship.**
- **Qualitative M&E tools** such as Jacobs Foundations’ Social and Life Skills Framework; participatory market mapping; outcome mapping; and Qualitative Comparative Analysis. **Active youth role in M&E activities.**

**Target Population:** The target is youth (18-24) who come from families at or below the international poverty line. Of the 7,500 beneficiaries, 50% will be young women, at least 20% of whom will be young mothers. It works across 11 districts in Uganda. Approximately 70% rural / 30% peri-urban or urban.

**Results to-Date and/or Target Results:** The goal is to raise 7,500 young people sustainably out of poverty. Improved employment and micro-entrepreneurship opportunities will be available to 5,500 young women and men, and 2,000 additional young entrepreneurs will be supported to grow their small businesses. Key output and outcome indicators, and targets, for U-LEARN 2 include:

- 80% of the direct youth beneficiaries will be engaged in satisfactory self- or wage employment.
- 100% of the benefit outreach increase in net income by at least 65%.
- Number of additional jobs created by young entrepreneurs
- Percentage of youth acquiring and using national certification
- Number of youth who start & grow their businesses, and number of young entrepreneurs transformed into SMEs
- Number of entrepreneurs realizing business profitability
- Number of youth that successfully transitioned to pursue further opportunities, jobs, or enterprises

Evaluation of Phase One of U-LEARN found that youth who finished training, currently 74% were self-employed and 20% were employed by others, primarily small businesses. There is also a multiplier effect: over 50% of trained youth in U-LEARN 1 are supporting at least three family members.

## Project Name: UPSHIFT

**Organization(s):** UNICEF – Innovations Lab Kosovo

**Country:** Kosovo

**Dates of Implementation:** 2014-2018

**Funding Amount:** \$300,000 annually

**Partners:** Ministry of Culture, Youth, and Sports, Ministry of Education, Ministry of Labor and Social Welfare

**Website:** <http://kosovoinnovations.org>

### **Brief Project Description:**

UPSHIFT combines some of the leading approaches to youth and adolescent development, social innovation, and entrepreneurship, to empower marginalized youth and adolescents to become social innovators and entrepreneurs. Using cutting-edge experiential learning techniques, UPSHIFT teaches youth and adolescents how to understand community challenges and design and build impactful solution in the form of products or services.

UPSHIFT's methods are non-formal, non-traditional educative methods, which use interaction and human-centered design techniques to instill in youth professional transferrable skills, such as: entrepreneurial skills, communications, financial literacy, and technological skills of the 21st century.

A rigorous, quasi-experimental impact evaluation with Fuzzy Regression Discontinuity Design is being planned.

### **Target Population:**

The target group is adolescents and youth from Kosovo aged 14-24 with emphasis on the most vulnerable groups including: (1) young people from rural communities; (2) girls and women; (3) young people with disabilities; (4) young people from minority communities; (5) young people from lowest income quartile.

### **Results to-Date and/or Target Results:**

By 2018, UPSHIFT will have developed the capacities of more than 4,200 youth (over 50% girls) through experiential learning experiences, and 280 social projects and ventures will have emerged that will have reached over 250,000 individuals with products and/or services in Kosovo. The management and monitoring is done by UNICEF Innovations Lab with the aim to transfer responsibilities to central level institutions. The key outcome indicators are:

- Average percentage change in beneficiaries' self-assessment of increase in knowledge and skills in design, development, and implementation of social change projects
- Average percentage change in beneficiaries in self-assessment of workforce readiness post-participation vs. pre-participation.
- Average percentage change in beneficiaries' self-assessment of increase in transferable skills such as: communication, problem solving, critical thinking etc.

### **Interesting Features & Innovations:**

- Methodology is focused on innovative, inclusive practices of by youth-for youth, and human-centered design.
- Unique delivery mechanism enables a wide range of partnerships, from public institutions to tech-companies, utilizing open-source technologies to develop social solutions.
- Has been successfully piloted and implemented in Kosovo in multiple cycles and replicated in more than 16 countries around the world.
- Organizes Social Impact and Venture workshops to instill in youth social entrepreneurship skills.
- Capacity building for external partnership principles on which UPSHIFT is based, such as design thinking and human-centered design.

## Project Name: Via: Pathways to Work

**Organization(s):** International Youth Foundation (IYF) and The MasterCard Foundation

**Country:** Tanzania (Part of a two-country program including Mozambique)

**Dates of Implementation:** 2015-2021

**Funding Amount:** \$11,640,000

**Partners:** Tanzanian Vocational Education and Training Authority (VETA) and the Tanzania Entrepreneurship and Competitiveness Center (TECC)

**Website:** <http://www.iyfnet.org/initiatives/pathways-work>

**Project Description:** In partnership with VETA and TECC, IYF is strengthening the capacity of three VETA training centers, VETA's Teacher's Training center, and TECC. Using a systems approach, *Via: Pathways to Work* is engaging public, private, and NGO actors to improve the quality and delivery of services for youth. There are three program components:

1. *Systems change:* Via is strengthening partner institutions' capacity to serve young people as well as work within the larger ecosystem of key YEO stakeholders to effect systemic change for improved/sustained youth outcomes. Data-driven partner capacity assessments allow IYF to understand partner needs, while YEO stakeholder advisory committees allow the project to better support/inform implementation, which ultimately results in customized capacity strengthening services that improve partner delivery.
2. *Improved youth outcomes related to employability and entrepreneurship:* Labor market assessments and market systems-driven analyses will ensure youth are trained in relevant skills that meet employer and market needs. Youth participating in the Via employability pathway receive a suite of services that include career guidance, life skills training, technical training in a market-relevant trade, and job placement support. Youth in the entrepreneurship pathway receive a holistic package that includes life skills training, entrepreneurship training, mentorship, and access to finance.
3. *Monitoring and evaluation for learning:* Learning is a priority for Via and IYF is using a Monitoring, Evaluation and Learning (MEL) system and robust learning strategy so that best practices are adopted, scaled, and disseminated widely.

### Interesting Features & Innovations:

- Taking a systems approach: mapping/leveraging key YEO stakeholders in the ecosystem, while understanding the influence of social norms on youth empowerment, to design activities that will lead to systemic change
- Demand-driven activities that identify priority economic sectors and related training for increased YEO.
- Capacity building of TVETs to be more demand-driven and strengthen employer partnerships
- Building on IYF's 7-year relationship with Tanzania's VETA
- Integrating *Passport to Success*® life skills curriculum in TVET classrooms, and addressing teacher behavior change to adopt new styles of interactive teaching

**Target Population:** Via targets vulnerable young men and women aged 16-24 who are unemployed, under-employed, economically disadvantaged (at or below \$2 per day), who are in- and out-of-school, and live in urban and peri-urban areas of Tanzania. The targeted regions are Dar es Salaam, Dodoma, and Mtwara.

**Results to-Date and/or Target Results:** Via anticipates directly impacting 22,550 vulnerable Tanzanian youth over the course of the five-year program. Key outcome indicators and targets for Via include:

- Partner organizations increased capacity to prepare young people for work
- Stakeholders in youth economic opportunities ecosystem have strengthened capacity to incorporate youth-inclusive strategies into policies and programs
- Youth gain market-responsive technical and life skills
- Youth beneficiaries benefit from improved and expanded employment support services
- New and existing youth entrepreneurs gain entrepreneurship and business planning/management skills
- Increased access to and utilization of financial services amongst youth entrepreneurs

## Project Name: Youth Building the Future (YBF)

**Organization(s):** Plan International & Accenture

**Country:** Colombia

**Dates of Implementation:** 2015-2017

**Funding Amount:** \$1,600,000

**Partners:** Partners include Servicio Nacional de Aprendizaje (SENA), Presidential Agency for International Cooperation (APC Colombia), Mayor of Cali, Program of Social Prosperity, training institutions COMFANDI and COMFACAUCA, Chevrolet Foundation, among others.

**Website:** <https://plan.org.co/>

### **Brief Project Description:**

Youth Building the Future (YBF) is a skills development project to increase the earning capacity of disadvantaged youth, especially women, located in conflict affected areas of Colombia (Cauca and Valle del Cauca) by supporting youth with life skills training, market-driven technical training or business skills training. Women are offered non-traditional training and extra support to succeed and increase economic opportunities. The project consists of four components.

### **Component One - Private Sector Engagement and Youth**

**Employment Enabler Networks:** consists of the creation of shared value implementation approaches and partnerships with the private sector, government authorities, training partners, and community-based organizations. A comprehensive market scan that identified the labour supply and the industries, organizations and institutions for potential alliances informed selection of approaches and partnerships.

**Component Two - Training, Placement & Start-up:** includes recruitment of participants, followed by skills trainings (both for job placement and entrepreneurship) and follow-up support.

**Component Three - Research and Evidence Gathering:** enables scaling and replication in the Latin American region beyond the three-year grant period. Working in Collaboration with Accenture, Plan will gather evidence for what works in all aspects of the program with a special focus on working with young women and entrepreneurship programming.

**Component Four – Advocacy:** the project is focus on changing attitudes and stereotypes, improving the employment profile of young people in order to increase their placement and influencing employers in order to promote the linking of the vulnerable population in companies, promote the first job and eliminate existing barriers to the employability of young people, especially women.

### **Target Population:**

The target population is vulnerable youth between the ages of 18-30 (at least 60% are female), living in urban and rural areas of Cauca and Valle del Cauca.

### **Results to-Date and/or Target Results:**

By the end of the project, YBF will have reached 2,250 vulnerable youth aged 18-30, of whom at least 60% are women, in the departments of Valle del Cauca and Cauca. The end of program targets and progress so far (May 2017):

- 2,350 youth enrolled in training program (1,926 already enrolled)
- 2,250 youth finishing training (1,587 already finished)
- 75% of youth will secure a job or establish/improve their enterprise
- 1,263 youth in decent job after 6 months (817 youth in already in decent work)
- 319 youth with improved business after 6 months (167 already improved)
- 106 youth with new business after 6 months (179 new businesses already)

### **Interesting Features & Innovations:**

- Shifting employer perceptions to be more open to hiring disadvantaged youth such as youth victims of armed conflict.
- Smart Business Alliance is bringing together multi-stakeholder partnerships on youth economic empowerment.
- Local entrepreneurship fairs at municipality level to connect youth entrepreneurs to markets to sell their products and services.
- Psycho-social support for youth in armed conflict areas.
- Use of Facebook and alumni groups to track youth graduates.
- Financial inclusion of the participants, using technology through Banking mobile for opening saving accounts