

Youth Livelihood Toolkit: Preparing Out-of-School Youth for Livelihood

**A publication of
EQUIP3 / Youth Trust**

**First Draft
November 2005**

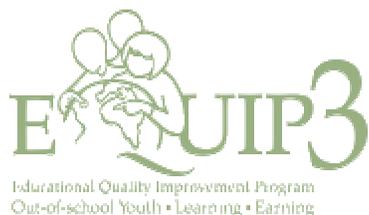


Table of Contents

Acknowledgements	3
Objectives.....	4
Toolkit Organization.....	4
Introduction.....	5
Section I. Elements of Effective Programs	6
Section II. Principles of Effective Practice	8
Section III. Adapting Standards to the Needs of the Country or Project.....	9
Section IV. USAID Youth Livelihood Projects.....	12
Section V. Youth Livelihood Preparation Resources	17
Section VI. Effective Youth Livelihood Program Development and Implementation....	21
Appendix 1: Youth Livelihood Resources.....	23

Acknowledgements

The Youth Livelihood Toolkit is intended to further USAID strategic objectives that can be satisfied through preparing out-of-school youth to obtain employment, go back to school, and/or support themselves and their families. The development of the Youth Livelihood Toolkit has been informed by youth development and employment practice and experience in the United States, South Africa, and other developing countries.

The National Youth Employment Coalition (NYEC), an EQUIP3 / Youth Trust partner, developed the Promising and Effective Practices Network (PEPNet), a set of standards for effective youth employment/development programs in the United States. (www.nyec.org).

The Umsobomvu Youth Fund (<http://www.uvf.org.za/>) has also developed standards for effective youth programs that have informed this collection of policies, programs, and practices.

Projects referred to in the toolkit were selected because they meet high standards and can be adapted to other countries, economies, and cultures.

The toolkit will be updated regularly. Please send recommended programs to Melanie Boyer, mboyer@edc.org

Objectives

The Youth Livelihood Toolkit was developed by EQUIP3 / Youth Trust to:

1. **Identify effective policies** that support the preparation of youth for livelihood in developing countries.
2. **Describe effective programs** that are designed to provide education, training and other services that out of school youth need to prepare for Livelihood.
3. **Provide links to effective practices** that help young people learn basic education, workforce skills and supportive services needed to earn a livelihood.

Toolkit Organization

Section I. Elements of Effective Programs briefly summarizes the criteria developed by practitioners that have been used in the United States and South Africa to guide program officers in the development and evaluation of youth livelihood programs.

Sections II. The Principles of Effective Practices are drawn from the experience of effective programs. They are followed by a list of questions intended as a guide for program officers, youth serving NGOs, or government agencies to develop and deliver effective livelihood preparation services.

Section III. Adapting Standards to a Country or Project provides USAID staff, youth practitioners, and young people with examples of questions that can be used to identify standards and indicators to measure program effectiveness.

Section IV. USAID Youth Livelihood Projects identifies USAID-funded youth livelihood programs. This list will be updated regularly as new youth livelihood projects are identified.

Section V. Youth Livelihood Preparation Services describes the types of services that youth need, in addition to providing examples of effective services. The manual also includes links to websites of programs and funders that can provide more specific service examples.

Section VI. Effective Youth Livelihood Program Development and Implementation provides a set of questions that USAID can use to develop and plan a program.

Appendix I. Youth Livelihood Resources

Introduction

At the end of 2004, youth unemployment reached a record high at 88 million worldwide. While youth constitute a slim 25 percent of the global workforce, they account for 47 percent of the unemployed. In addition, 85 percent of the world's youth live in developing countries, where they are almost four times more likely to be unemployed compared to their adult counterparts. When they are employed, they join the ranks of the working poor- youth constitute 25 percent of the people making less than \$1 US per day. If the youth unemployment trend continues, an estimated 95 million youth will be unemployed by the year 2015 (International Labor Organization, 2004).

The negative outcomes of unengaged youth are many and familiar: crime, poor health, increased susceptibility to HIV/AIDS and violence. Preparing youth to earn meaningful, productive livelihoods is critical to community, national and international development. In addition, livelihood preparation is cross-sectoral- it can be integrated into any or all USAID strategic objectives.

This toolkit is designed to assist USAID, local Missions, and developing countries around the world to improve earning, learning, and skill development opportunities for out-of-school children and youth. It identifies programs that serve myriad aspects of youth development, including conflict-affected youth, unemployed college graduates, illiterate youth, youth with little or no work experience, and urban and rural youth. It also provides tools to adapt the references programs and approaches to varying contexts.

Livelihood is defined as the occupation, work, or other means by which one earns an income to provide necessities, growth and abundance for the individual and the family. Livelihood preparation provides basic education (including vocational training, life skills and technical training). Once youth improve their basic skills, they are prepared to find better ways of improving their quality of life by getting a job, starting a business, engaging in economic activity in the informal sector, increasing the amount of food by growing vegetables or raising animals, improving their housing, and being better able to take care of their family responsibilities

Section I. Elements of Effective Programs

The following criteria have been adapted from the Promising and Effective Practices Network (PEPNet) criteria, created by the National Youth Employment Coalition. They were developed by a working group of youth employment and youth development practitioners, policy advocates and researchers.

1. **Positive Youth Development** is a long-term investment by, with, and in youth that appreciates and builds on the assets of each youth, engages youth in the development of a long-term plan for themselves, and provides support necessary for youth to implement their plan. Services may include basic education, life skills, skills development, community service any other necessary support services. The goal of positive youth development is to prepare youth earn a livelihood, provide for their family, and contribute to their community. **Positive youth development incorporates:**
 - a. **Leadership** - Youth must be given an opportunity to provide leadership and take responsibility for aspects of a project. There should be intentional (planned and scheduled) leadership development components. Leadership should be incorporated into the management of a project and/or the delivery of services.
 - b. **Adult role** - Youth should be assisted to develop a relationship with a competent caring adult who can counsel/advise them about livelihood and personal decisions. The adult can function as a counselor, case manager, instructor, volunteers or mentors.
 - c. **Peer & family support** - Peers and family are engaged in the project as much as possible and are a part of the network of support for each young person.
 - d. **Strength-based approach** - The project helps youth develop a positive sense of who youth are and how they fit into their family, community and the workplace. All aspects of the project should help youth learn more about themselves and their role and relationships with others – employers, family, peers and the community.
 - e. **Information** - The project provides information to youth that provides access to resources, people, places and things that they need to create family, community and economic support.
 - f. **Opportunity** - The project must create an opportunity for youth to improve skills, education and attitudes to become a productive workers and citizens.

2. **Preparation for Livelihood** provides the opportunity for youth to develop the skills, knowledge and competencies that lead to a job, a career, a small business opportunity or other economic activity that leads to self-sufficiency. Livelihood development components incorporate one or more of the following services:
 - a. Information about livelihood opportunities and assist youth in planning for their development. Effective programs demonstrate that self-sufficiency is a long-term goal.
 - b. Work-based and school-based learning opportunities that prepare youth to obtain credentials, demonstrate competence, and gain the experience needed to get a job and/or create a small business or build on the individual young person's assets to become self-supporting.
 - c. Assist youth to gain generic skills required to succeed in the workforce: Basic skills (reading, writing, computing, listening and speaking), thinking skills (decision-making, problem solving, knowing how to learn), personal qualities (responsibility, working productively with others, self-management).

- d. Provide information to youth to empower them to develop an individual plan to prepare themselves to make an informed plan for pursuing a means of supporting themselves and their family. This could include vocational training, post high-school education, or learning on the job.
 - e. Assist youth to join with family, neighbors and/or peers to create a small business, cooperative or other form of organization for the purpose of generating increased income and an improved standard of living.
3. **Organization and Management** - Effective programs have strong, qualified, experienced staff and board who are committed to providing high quality services and invest in the development of staff and management information systems that measure the impact of services.
- a. Effective Managers use that information to continuously improve their programs.
 - b. Staff development requires clear objectives, training and materials to achieve outcomes and clear measurable indicators that measure the impact of the program on youth.
 - c. The indicators will be used by:
 - i. Youth to measure their progress,
 - ii. By staff to identify areas of improvement and
 - iii. By managers to allocate resources, identify needs for additional services and resources and to inform funders, policy makers and the public about the impact on the services on youth.
4. **Evidence of Impact** - Effective programs collect, analyze and utilize data that documents the impact of programs on the people that they serve, employers, and the community. The data must be collected to measure and track the progress of each participant as they progress in the program. The data is used to describe the benefits to youth, the community and the private sector and in planning future programs.
5. **Clear and measurable goals**- No organization can provide all of the services that youth need. Effective programs have a clear focus on specific needs of youth and use that focus to develop services that empower youth to implement their plans for personal development.

Section II. Principles of Effective Practice

1. **Create developmentally appropriate opportunities** for young women and men, considering that all youth are at different ages and stages of development, to develop skills and competencies they will need to become active contributors to their country's development.
2. **Provide young women and men a 'seat at the table'** – engage them as full contributing partners in program and activity planning, implementation, monitoring, and evaluation.
3. Whenever appropriate, **teach and use a dual approach of experiential 'hands-on-learning' and reflection.** This is one of the most effective learning and skill development techniques.
4. Advocate for and **provide internships, service learning, and mentoring** as learning approaches.
5. Provide opportunities for young men and women to develop a set of **core skills that can be used in income generating activities.**
6. Enhance human capacity by **building on the strengths of individual youth** as opposed to providing quick and easy solutions to their immediate problems.
7. Provide **holistic programs that address the complex and varying needs of youth,** and that offer individualized attention, life skills and hands on instruction.
8. Make a conscious effort to identify and **engage existing and potential youth leaders and youth that have become disengaged, marginalized,** or have been traditionally overlooked such as ethnic minorities, persons with special needs, and rural girls.
9. **Provide lasting positive mentoring relationships between youth and peers or competent caring adults,** recognizing the unique challenges of finding appropriate mentors when many adults themselves lack good information about jobs, the skills needed for earning a decent living in a market economy, or how to start a small business. Older youth and peers may be best suited as Mentors if they are screened to assure that they have appropriate knowledge and skills.

Section III. Adapting Standards to the Needs of the Country or Project

The following section provides a set of questions designed to assure youth programs will meet the standards of an effective program. They are designed to be easily adapted to differing contexts and prioritized according to the relevant needs of specific projects.

Clear Measurable Goals – Programs should describe the outcomes clearly and identify indicators, data, or information that will be collected and analyzed to determine if the goals are being met.

Standard	Question	Indicator
Clear measurable Goals	Are the outcomes and impact clear?	Are indicators measurable? How will they be measured?
	Are the goals congruent with program goals?	Compare the goals of the project with the mission of the organization and the services it provides.
Example:	The program will help 100 youth develop technical and entrepreneurial skills and provide small business loans needed to open a successful small business.	How many youth acquired technical skills? Entrepreneurial skills? How many youth have started their own business?

Effective Management – Programs have a plan for their own development, the development of systems, materials and staff who will implement the program. The plans need to have milestones that can be observed and are measurable. Management will also collect data that tracks the progress of participants and measures the impact of services. The data will be used to assess progress, prescribe staff and program development and to report to the Board of Directors, funders, youth, and the public.

Standard	Question	Indicator
Effective Management	Is data being collected?	Review the management information system
	Is information being used to plan services?	Are the manager and staff reviewing the data? Is there evidence of program changes based on information?
	Are resources adequate to implement the plan?	Are all of the planned services being provided sufficient to meet the needs of the number of youth in program?

Preparation for Livelihood - Impact will be measured by the attainment of a competency, demonstrating a skill, or the documentation of mastery that will generate income. The indicator must be specific and measurable and data will be collected to track preparation for livelihood. Data should also be collected to track increased income or quality of life.

Standard	Question	Indicator
Preparation for Livelihood	Do youth get information about livelihood opportunities?	How many youth have individual plans to prepare for livelihood?
	Does the program assess competencies of youth?	Does project administer tests, assessments, measures of competencies? Are they used to help youth make decisions?
	Are youth engaged in building livelihood competencies?	How many youth are acquiring vocational skills? Business skills, methods to increase income?

Youth Transformation – Participants demonstrate that they are able to take control of their lives by developing a plan for development and with support of peers, adults, and school and youth programs. The indicators are measured by changes in attitude and behavior. There should also be a plan with milestones that can be measured as they are met.

Standard	Question	Indicator
Youth Transformation	Are youth prepared to take responsibility for their development?	How many youth have developed their individual plan for development and are proceeding to implement the plan?
	Does the plan promote relationships between youth and adults?	How many youth have identified a supportive adult?
	Do youth have an opportunity to build and use leadership skills?	How many youth have opportunities for leadership? How are they prepared? What are youth doing to learn and practice leadership?

Measurable Impact – Programs collect data to determine progress of individual youth, appropriateness of services and effectiveness of staff. Benchmarks are set for youth and the people that serve them and are used to manage the program and plan future innovations. Standards will be re-evaluated based on the impact that they have on young participants.

Standard	Question	Indicator
Measurable Impact	What is the impact of the project on young people?	How many have gotten a job? How many have started a business?
	Are youth able to support themselves and their family?	How much are youth earning? Is it adequate?

Section IV. USAID Youth Livelihood Projects

The following are examples of projects funded by USAID to address the needs of youth and prepare them for livelihood.

COUNTRY: VIETNAM
STRATEGIC OBJECTIVE: Humanitarian AID -Improved Access to Services for Selected Vulnerable Groups
PROGRAM DESCRIPTION: Adaptive Vocational Training for Adolescents with Disabilities
Who Will Be Involved: (People, Organizations, Partners) World Concern Development Organization, Red Cross, Vietnam Department of Education and others
Services Provided: 1. Raising awareness of the needs of disabled adolescents among their family, community, government, social service agencies and disabled youth. 2. Providing adaptive vocational training basic education in formal school settings and informal business settings. 3. Preparing youth for employment and increasing their income. 4. Increasing the connections with support networks for disabled adolescents.
Number and description of youth served: 529 adolescents with disabilities (ages 13-18) in two phases from October 1998 to September 2004.
Results: 1. More than 80 percent of community and government agencies, families, and employers responded that they have increased awareness of the needs of disabled adolescents after training or other awareness activities. 2. 75 percent completed adaptive vocational training to prepare them for employment or income generating work. 190 received formal vocational training and 339 received vocational training in informal settings. 3. 86 percent of adolescents were placed in formal or informal employment and most reported modest increases in income. 4. Peer groups were the primary network developed for most youth. Families of adolescents with disabilities reported that they were better prepared for life after training.
Contact for more information: Adaptive Vocational Training for Disabled Adolescents 2004 quarterly report http://www.dec.org/pdf_docs/PDACA737.pdf World Concern Development Organization project summary http://forum.wso.net/general/ngos/wci.htm Midterm Report – Adaptive Vocational Training for Adolescents with Disabilities http://www.dec.org/content.cfm?rec_no=121443

COUNTRY: WEST BANK/GAZA
STRATEGIC OBJECTIVE: Community Service Project, Housing and Urban Development
Program Description: Palestinian Help and Outreach for Empowering Neighborhoods and Increasing Excellence (Phoenix)
Who Will Be Involved: (People, Organizations, Partners) Managed by CHF International with 3 community partners in Gaza City, Nablus and Hebron
Services Provided: Construction, using labor based-cost-efficient methods: 88 roads 40 Potable Water projects 28 sanitation projects 12 youth projects 10 school projects 3 libraries 55 public awareness projects 6 kindergartens
Number and description of youth served: 12 youth projects building and repairing youth centers, youth clubs and other youth facilities. 47 percent of all Palestinians are under the age of 15.
Results: 136,000 employment days – 36 percent more than planned Matching funds of \$9,670,585 – 71 percent more than planned 282,464 Beneficiaries of improved facilities 10,200 households benefited directly Wages had impact on individuals, community and economy.
Contact for more information: Final Report - PHOENIX Project http://www.dec.org/pdf_docs/PDACD407.pdf

COUNTRY: SIERRA LEONE
STRATEGIC OBJECTIVE: Humanitarian and Transition Initiatives
Program Description: Youth Reintegration Training and Education for Peace
Who Will Be Involved: (People, Organizations, Partners) Managed by World Vision and Management Systems International to provide community based informal education.
Services Provided: <ol style="list-style-type: none"> 1. Psychosocial counseling 2. Functional Literacy 3. Life Skills 4. Vocational Counseling 5. Agricultural Skill Development 6. Civic Education (Education for Peace)
Number and description of youth served: 40,000 youth in 2 years. 4420 trainers were trained to deliver education structured curriculum in local communities.
Results: <ol style="list-style-type: none"> 1. Significant improvement in behavior of young adults 2. Youth told evaluators that training changed their lives 3. Young adults became positive force for community development as evidenced by increased activism and social organization 4. Empowered women to participate in community 5. Youth became a positive force for peace
Contact for more information: http://www.usaid.gov/our_work/cross-cutting_programs/transition_initiatives/pubs/SLfinalrpt2.pdf

COUNTRY: BRAZIL
STRATEGIC OBJECTIVE: Global Health – At Risk Youth Program
Program Description: At-risk youth program provides youth with information and communications skills, job development and placement.
Who Will Be Involved: (People, Organizations, Partners) American Institutes for Research & several Brazilian organizations
Services Provided: Information and communication technology training Market surveys Mentoring of entrepreneurs Internships & on-the-job training
Number and description of youth served: not specified
Results: 30 percent reduction in unemployment level of youth served
Contact for more information: At risk youth program data sheet http://www.usaid.gov/policy/budget/cbj2005/lac/pdf/brazil_cbj_fy05.pdf

COUNTRY: JORDAN
STRATEGIC OBJECTIVE: Micro fund for Women
Program Description: Micro-finance and entrepreneurial training lead to financial independence for women
Who Will Be Involved: (People, Organizations, Partners) Micro fund for Women
Services Provided: Micro credit loans to small businesses and start-up businesses Wholesale Funding Facility for cash for collateral Training to develop business plans Technical assistance Sharing best practices
Number and description of youth served: 45 field workers provide services to 8,000 clients.
Results: 86,000 loans provided to 33,000 women between 1988 and 2004
Contact for more information: Entrepreneurship Training in Jordan http://www.usaid.gov/stories/jordan/ss_jordan_training.html

COUNTRY: HAITI
STRATEGIC OBJECTIVE: Haitian Out-of-School Livelihood Initiative (IDEJEN)
<p>Program Description: Strengthen youth livelihood organizations Increase basic education and technical skills of out of school youth Develop long-term plan for preparing out of school youth for livelihood Involve youth in needs assessment, design, implementation and monitoring of project</p>
<p>Who Will Be Involved: (People, Organizations, Partners) Out-of-school youth, ages 15 to 20, in three communities</p>
<p>Services Provided: Assessment of youth needs and community resources through Community YouthMapping activities. Organizing and training youth to perform youth mapping. Develop standards of practice for youth serving organizations in Haiti. Providing basic education that youth need to improve their livelihood. Engage youth and community members in planning and providing services under IDEJEN. Provide technical support to youth serving agencies to assure that they have capacity to meet high standards of practice.</p>
<p>Number and description of youth served: 45 youth (both in-school and out-of-school were involved in youth mapping, conducting survey, analyzing data and preparing report. Youth-serving agencies were invited to submit proposals for start-up youth livelihood grants.</p>
<p>Results: Nine community based orgaznizations in three low-income Haitian communities were selected and funded to plan youth education for livelihood projects.</p>
<p>Contact for more information: IDEJEN Project summary http://www.equip123.net/webarticles/anmviewer.asp?a=308&print=yes</p>

Section V. Youth Livelihood Preparation Resources

A comprehensive youth employment project will include some, but not all, of the following services:

1. **Labor market, entrepreneurship and life skills information and counseling-** Young people need access to information about work, career, and livelihood options. This information can be accessed through youth advisory centers, Internet-based information systems and written materials.
 - a. **Umsobomvu Youth Fund - Youth Portal and youth advisory centers :** The Umsobomvu Youth Fund in South Africa has an Internet site (www.uyf.co.za) to provide information to youth jobs, careers and small business development to young people. They are also funding local walk in advisory centers run by non governmental organizations and community based organizations to provide on site assistance to youth seeking jobs or starting a business. Centers exist in all provinces.
 - b. **America's Job Bank (US Dept. of Labor) (<http://www.ajb.dni.us>)** The U.S. Department of Labor has a full service online job service with job vacancies by postal code. Applicants can get help searching for jobs, building a resume and applying for a job. Some of these materials can be adapted for use in other countries.

2. **Intake and assessment** – Gathering basic information about an individual by interview, application form and various assessment instruments, such as a test of basic literacy, numeracy, work experience and life experiences and strengths to determine the stage of development of each young person and develop a plan to achieve livelihood goals. Information will also be available to youth who want to develop their personal livelihood development plans.
 - a. **Job Corps** provides residential and non-residential education and training to young people in the United States government and its success has been documented. Corporations and non-profits operate local programs. They have developed systems for basic education, vocational training curriculum and other materials. They provide career exploration, career planning, and many other developmental services to youth. Job Corps materials can be accessed at <http://www.jccdr.org/html/about.htm>.
 - b. **CITE of Rochester – career exploration (PEPNet)** exposes youth career clusters such as health services, clerical services, food preparation, construction and maintenance. Youth visit employers, talk to people working in the field and read materials about the job. Youth then meet with an experienced counselor to narrow the vocational choice. Once they have developed a plan for their development, they are referred to an appropriate training school.

3. **Case management** – A system that tracks the progress of individuals as they pursue their individual plan.
 - a. **Youth Opportunity Centers**– Case Management empowers a case manager or other youth worker and youth to identify strengths of each youth and resources that can support his/her development. The case management approach empowers youth to work with multiple agencies, work, community, social services, and education to implement a personal plan for development.

The case management approach allows youth and a case manager/youth worker to assess progress and modify plans as dictated by needs or desire of youth. The U.S. Department of Labor Case Management manual can be downloaded from http://www.doleta.gov/youth_services/pdf/YO_Case_MRM_2002.pdf The manual was written for Youth Opportunity programs. Its approach, forms and materials can be adapted to meet the needs of another program, country or culture.

4. **Basic Education** includes remedial education (math and language) that is needed to prepare for employment or start a small business. Once an occupational or career choice is made, basic skills should concentrate on language and math skills related to the specific vocation. At the Center for Employment and Training (CET) in San Jose and 32 other cities in the USA, basic skills are taught in the context of the vocational skill that they have chosen to learn. <http://www.cetweb.org/aboutcet/index.html>
 - a. The National Youth Employment Coalition created the NYEC EDNet Tool to create standards to “Transform educational options for youth through effective teaching and learning, youth development and quality management.” Effective teaching and learning requires:
 - i. High academic performance outcomes for all, including youth with low-literacy,
 - ii. Clearly articulated academic and applied learning objectives,
 - iii. Students are able to demonstrate competencies in the context of work and life,
 - iv. Sensitive to cultural needs of youth,
 - v. Individualized approach to learning,
 - vi. Connection to real life – home and work applications,
 - vii. Teachers are well trained and qualified,
 - viii. Expectations are high and measurement rigorous.
5. **Skills development and training** may be based in a classroom, on the job, in workshops, community service or a combination of the four. It teaches youth work-related competencies and prepares them to get a credential, pass standards of the industry or trade or to get a job at the entry level.
 - a. **Youth Development Trust (YDT) – Make a Connection (South Africa)**

YDT is the South African partner of the International Youth Foundation (IYF). Make a Connection was developed by IYF with support from Nokia and is being tested in 19 countries. Unemployed college graduates receive life skills, entrepreneurial skills, and information and technology training. They also participate in a wilderness training experience to develop teamwork and leadership and to learn about the environment. Community service is integrated with the program and upon completion participants are placed in an internship that may be starting their own business. More information is available at their website: <http://www.makeaconnection.org/opencms/opencms/makeaconnection/org/content/home/> They offer program information and a Life Skills Toolkit.
 - b. **Center for Employment and Training - San Jose, CA**

<http://www.cetweb.org/aboutcet/index.html> Participants make decisions about training and occupational interests based on tryouts in the vocational classroom. Once they select a training area, they are assessed to develop a

plan for academic and other support. Skills are taught in a broad range of occupations and all classes are open entry/open exit with individualized self-paced instruction and intermediate competencies that lead to different jobs. For example, the auto mechanics course can lead to a job as a brake repair specialist, an engine tune-up specialist or an entry-level automobile mechanic depending on the competencies that are achieved.

6. **Work experience/community service** includes internships for an employer, community service, job shadowing or part-time employment that is combined with basic education, life skills and vocational training. Successful work experience requires a time for reflection, counseling or other support to help youth learn from work. Community service can provide necessary services or labor for projects. It can also create jobs, engage youth in community development and prepare youth to become contributing members of society. In developing countries with youth unemployment rates higher than 50 percent, community service is often the first job for a young person. This is an opportunity for youth to learn good work habits, develop workplace and vocational skills and make a contribution to their community.
 - a. **Lite Project - Labor Intensive Construction – South Africa** (www.uyf.org.za) The Lite project is funded by the Umsobomvu Youth Fund and is a model for youth community service and labor intensive construction technology by skilled experienced engineers from the University of Witwatersrand. Young men and women are being trained and supported to construct quality dirt roads in remote rural areas using hand tools. They are also engaged in basic academic courses and life skills offered by a South African NGO. Upon completion of training, some young people have been organized into a construction cooperative that is bidding on construction projects in other nearby construction project.
 - b. **YouthBuild Rockford, IL** (www.youthbuildrockford.org) is one of more than 200 YouthBuild affiliates (www.youthbuild.org). YouthBuild provides service to 60 out of school unemployed youth a year. Comprehensive services include basic academic instruction, job skills training (construction, computer technology or manufacturing), leadership development, peer counseling, community service, and job placement. There are two unique aspects of this program. There is a structured follow-up plan that continues work with graduates for an additional 12 months.
7. **Life skills** include those skills that prepare youth for work, learning, parenting, good citizenship, good health, problem solving, and working in groups. The content and methods include workshops and group counseling. The International Youth Foundation has developed a Life Skills Manual that is available on its web site: www.iyfnet.org
 - a. **Youth Development Network – South Africa** – “Measure It! A Tool to Assess Youth Competencies in South Africa can be ordered from the Youth Development Network. www.ydn.org.za The tool provides worksheets and a process to measure youth competencies in 6 areas: Health and safety, Self-awareness, Self-management, Interpersonal relations, Democratic citizenship and employability.
8. **Work readiness** focuses on those skills that youth need to get a job and to keep it. They include preparing a resume, interviewing, good work attitudes and habits, understanding the role of unions, understanding benefits, taxes and the rights of workers.

- a. **Project Craft (Home Builders Institute)** provides quality hands-on pre-apprenticeship on training to court-involved youth in four states. Pre-apprenticeship includes classroom instruction, work related math. On-the job work experience. HBI utilizes “Skill Achievement Records” to document competencies and issues certificates that youth can show to prospective employers to document their job readiness.
(<http://www.hbi.org/Programs/CraftSkills/projectcraftfile.pdf>)

- 9. **Individual and group counseling** will help young people follow their plan and focus on their goals and support each youth through their development process.
 - a. **YouthBuild USA** has produced several manuals, including a manual on counseling that can be ordered (for a fee) from www.youthbuild.org. The HUD (U.S. Government manual can be downloaded free from the extranet link on the website.)

- 10. **Job development and placement** – Getting and keeping a job or starting a small business is the most important measure of effectiveness. Each project needs staff assigned to assist youth in finding jobs, and advise them in regards to the expectations of employers, preparation for job interviews, and preparing for entry into business.
 - a. **Center for Employment and Training.** San Jose, CA provides skills competency-based skills training in more than 30 occupations in the USA. Instructors require students to demonstrate competencies. Employers validate competencies. CET does not consider students graduated until they have found a job. CET follows up after placement to assure that students and employers are satisfied. (<http://www.cetweb.org/training/index.html>)

- 11. **Livelihood Preparation – Entrepreneurship** – Starting a business is a preferable option for many youth who complete training.
 - a. **Making a Connection** – Youth Development Trust, a partner of the International Youth Foundation, provides livelihood and life skills.
(<http://www.makeaconnection.org/opencms/opencms/makeaconnection/org/content/Publications/#whatworks>)
 - b. **Shaft 17 – Training veterans of conflict for jobs/business in agriculture and construction** – Shaft 17 is training veterans in construction and hydroponics farming methods, in addition to marketing. When they complete training, they are funded through loans and grants to establish a hydroponics farm sufficient to provide a livelihood.

- 12. **Long-term follow-up services** (at least 12 months) should be planned to help youth to adjust to a job or new business and to develop a personal development plan.
 - a. **Vocational Foundation, New York City, NY-** The Moving UP Career Advancement Program provides vocational training and basic education to youth in a work environment with business-like dress standards, time clocks and performance expectations. Once youth get jobs, Moving UP Counselors continue counseling for at least 12 months to assure that they keep the job and have support to deal with personal or workplace challenges. Public Private Ventures describes VFI’s Retention efforts in “Getting In, Staying On, Moving Up”
http://www.ppv.org/ppv/publications/assets/100_publication.pdf

Section VI. Effective Youth Livelihood Program Development and Implementation

Youth unemployment can be addressed as a part of each of the USAID strategic objectives. It is a cross-cutting issue that affects health, agriculture, education, economic growth, trade, environment and democracy and governance. It requires a comprehensive, holistic response, meaning it is necessary to assess the nature of unemployment in each country and context. The following are examples of assessment questions:

1. Supply side questions:
 - a. How many youth are there in the country?
 - b. What is the youth unemployment rate?
 - c. What percentage of youth who are participating in the labor force?
 - d. Determine the Assets of youth - What education, basic skills, competencies, livelihood skills and experience do possess?
2. Demand side questions:
 - a. Is there demand in the formal economy?
 - b. What are the entry-level jobs?
 - c. What jobs are employers seeking? Growth occupations? New industry? Are there skill shortages?
 - d. What are the prospects for livelihood (above the subsistence level) in the informal sector?
3. Which youth does USAID want to serve to achieve its strategic objectives?
 - a. Are there geographic areas with large number of youth who have been engaged in conflict?
 - b. Are young women disproportionately unemployed?
 - c. Are there youth who have been engaged in conflict who need to be re-engaged in their community?
4. Define a specific target group of young people
 - a. What is their level of education? Basic skills, work experience?
 - b. How will they be recruited?
 - c. How many will be served by the program?
 - d. What are the livelihood opportunities?
 - i. Are there jobs? What training do they need to compete for jobs?
 - ii. Are there opportunities for small businesses? What training is needed? How will business be capitalized?
5. What are the planned outcomes?
 - a. How many will get jobs?
 - b. How many will start businesses or other forms of livelihood?
6. Design a program to meet the needs and achieve the objectives.
 - a. How will youth be recruited and selected?
 - b. What services will they need to achieve outcomes?
7. Develop a plan to implement the program
 - a. How will the program achieve its outcomes?
 - b. How will the program prepare youth for an improved livelihood?
 - c. How will youth be prepared to become the central focus of their development?
8. Develop indicators to measure the impact of the program
 - a. What are the indicators for each planned outcome?
 - b. How will the indicators be measured?
 - c. How will data be collected?
9. Develop an implementation plan?

- a. How many youth will be served?
 - b. What services will they receive?
 - c. How will services be delivered?
 - d. Who will provide the services?
 - e. What materials are needed?
 - f. Staffing pattern?
 - g. Organizational plan?
10. Develop a management and staff development plan.
 11. Develop and negotiate a budget

Appendix 1: Youth Livelihood Resources

Name of Website	Internet Link	Types of Information
Youth Employment Gateway	www.youthemploymentgateway.org	Links to International studies, ILO, and international practitioners re: sustainable livelihood, employment vocational education
Umsobomvu Youth Fund	www.uyf.org.za	South Africa's youth employment youth entrepreneurship program website provides information about Livelihood to youth and youth practitioners
National Youth Employment Coalition	www.nyec.org	PEPNet exemplary programs, self-assessment guide and links to US-based research and policy in youth employment and youth development
International Youth Foundation	www.youthactionnet.org/toolkit/employability.cfm	Youth Employability Toolkit
The Forum for Youth Investment	www.forumforyouthinvestment.org	Youth development research, materials and lessons learned.
Youth Employment Network	www.ilo.org/public/english/employment/strat/yen/	ILO site, policy studies, best practices, links to research and UN research and best practices website.
Youth Business International	http://www.youth-business.org/	An international network of organization that prepare youth to own and run businesses with information, manuals, technical support and funds.