

## InFocus Programme on Skills, Knowledge and Employability

*Youth at risk: The role of skills development  
in facilitating the transition to work*

Laura Brewer

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## Introduction

The issues of youth unemployment and underemployment have come to the forefront in recent years. There is an abundance of literature documenting the trends and the debate about causes and consequences continues.<sup>1</sup> This paper does not seek to enter this debate but begins with the premise that, clearly, young people are at greater risk in obtaining a retaining employment. The unemployment and underemployment figures for young people are staggering.

Education and training are important means of addressing youth employability, and much of the literature in this area highlights a macro-level approach to tackle the problems. Focusing on policies tends to direct the response at mainstream youth and global issues. Vulnerable youth are, to a great extent, ignored in this level of analysis.

This paper seeks to address the issue of skills development for youth-at-risk, including the economically vulnerable and the socially excluded. A micro-level approach is used to identify good examples of training programmes and projects that have successfully identified and targeted vulnerable young women and men and implemented and evaluated their initiatives. This begins with an introduction to the complex challenge of youth unemployment/underemployment, an overview of the costs of this wasted potential, followed by a presentation of some of the innovative approaches.

Section 1 begins with a demonstration of the magnitude of youth unemployment around the world. Regional- and country-level statistics are presented to emphasize the disparities between countries and regions. In every country for which data is available, youth unemployment rates exceed adult unemployment rates. In the majority of economies, youth unemployment rates are at least double those of adults. The magnitude of the youth unemployment problem as well as the diversity between countries and regions is clearly demonstrated. When we examine the rates for young women compared to young men, the diversity is even starker.

An analysis of youth in the informal economy follows. Almost everywhere, not only in developing countries, but also in transition and industrialized countries, there is a tendency toward the informalization of the economy. The informal economy has been able to absorb large numbers of unemployed and underemployed persons and it has been a primary generator of jobs in many parts of the world. Unemployment and underemployment of disadvantaged youth is examined, highlighting the costs of discrimination and exclusion.

Section 2 looks at the economic, social and individual costs of youth unemployment and underemployment. Youth unemployment and underemployment impose a heavy cost upon individuals, employers, trade unions, governments and societies. Unemployment in early life may permanently impair employability and, as research has shown, patterns of behaviour and attitudes established at an early stage persist later in life. For employers, youth unemployment means that young people have less to spend on their products and services, and their personal savings that would be invested in product consumption are reduced, resulting in loss of production for enterprises. For trade unions, youth

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<sup>1</sup> See, for example, N. O'Higgins, 2001: *Youth unemployment and employment policy. A global perspective*, International Labour Organization, Geneva; A. Rees, 1986: "An essay on youth joblessness", in *Journal of Economic Literature*, Vol. XXIV (June), pp. 613-628; C. Mlatsheni; S. Rospabe, 2002: *Why is youth unemployment so high and unequally spread in South Africa?*, Working paper, Development Policy Research Unit, University of Cape Town; and D. Neumark; W. Wascher, 1999: NBER working paper number 7299, Cambridge, MA.

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unemployment means loss of potential membership and weaker bargaining positions to secure improved rights, protection and working conditions for their members. For governments, youth unemployment means they have a reduced taxation base and higher social welfare costs, that investments in education and training are wasted, and that their voter support among young people is weak.<sup>2</sup> Moreover, rising unemployment levels among youth may be a source of social instability, increased drug abuse and crime.

Section 3 attempts to explain some of the reasons why youth, generally, are at greater risk of unemployment and underemployment. It covers such things as work experience, economic considerations, lack of understanding and/or appreciation of the value of young people and perceptions of youth. An examination of the factors that affect the employability of disadvantaged youth helps us to understand the sources of social exclusion of many young women and men.

The bulk of the paper focuses on ways of addressing the issues raised in sections 1, 2 and 3. Section 4 looks at the role of mainstream education and training as one component of a strategy to promote employability. Developing young people's employability is central to ensuring their successful transition to the labour market and their access to career-oriented employment. Youth need to acquire the skills, knowledge, competencies and attitudes that will allow them to find work and to cope with an unpredictable labour market.

Formal education and training systems often do not reach marginalized youth. Alternative methods of delivering training need to be explored. Section 5 takes on this challenge. Over 50 examples of innovative training programmes/projects are presented. These cover a cross-section of vulnerable youth including school dropouts; war veterans; youth with disabilities; those in rural areas; working in the informal economy; indigenous and ethnic youth, and those from developing countries or remote areas.

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<sup>2</sup> ILO, 2002: *Youth and work: Global trends*, report prepared jointly by the ILO Employment Sector (InFocus Programme on Skills, Knowledge and Employability, and the Key Indicators of the Labour Market) and the ILO Bureau of Labour Statistics.

## **1. The challenge**

More than 1 billion people today are between 15 and 24 years of age.<sup>1</sup> Eighty-five per cent of these young people live in developing countries where many are especially vulnerable to extreme poverty. The ILO estimates that approximately 74 million young women and men are unemployed throughout the world, accounting for 41 per cent of the 180 million unemployed globally, and many more young people are working long hours for low pay, struggling to survive in the informal economy. There are an estimated 59 million young people between 15 and 17 years of age who are engaged in hazardous forms of work. Young people actively seeking to participate in the world of work are two to three times more likely than older generations to find themselves unemployed.<sup>2</sup> Decent and productive work is an unfulfilled aspiration of many young people.

The United Nations Social Summit in Copenhagen and the United Nations Millennium Summit Declaration of 2001 called for a commitment to develop and implement strategies for decent and productive work for youth, recognizing that it is globally significant problem, with implications for persistent poverty, job instability, and social exclusion.<sup>3</sup>

Youth poverty and exclusion are widespread and increasing. Inadequate, insufficient and/or inappropriate education, training and employment, lack of assets, property rights and access to credit and lack of decision-making opportunities exacerbate the social and economic vulnerability of youth, generally. The vulnerability of disadvantaged youth is even greater. Investing in youth is an urgent matter; appropriate policies and programmes must be established and adequate resources allocated in order to address this issue.

### **1.1. Youth unemployment**

Unemployment at the onset of one's working life can lead to serious problems. Lack of employment lowers household income and blocks the crucial development of skills, which come from work experience and on-the-job training. Early workplace skill development is crucial to future earnings growth and unemployment early in working life increases the probability of future joblessness.<sup>4</sup> Evidence has shown that early unemployment can permanently affect future employability.<sup>5</sup> Policies that lead to youth

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<sup>1</sup> The United Nations defines youth as those between 15 and 24 years of age, for statistical purposes.

<sup>2</sup> ILO Governing Body paper, GB.286/ESP/5, Mar. 2003.

<sup>3</sup> World Bank, Youth Employment Workshop, Washington DC, 2 June 2003.

<sup>4</sup> See ILO, 1998: *World Employment Report 1998-99*, "Employability in the Global Economy: How training matters" (pp. 179-183) for an overview.

<sup>5</sup> The term "employability" relates to portable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available in order to secure and retain decent work, progress within the enterprise and between jobs and cope with changing technology and labour market conditions. ILO, 2004: *Human resources development and training*, Report IV(2B), International Labour Conference, 92nd Session.



unemployment result in more difficult challenges for youth that are most vulnerable. Those experiencing unemployment at an early age have years of lower earnings and an increased likelihood of unemployment ahead of them.<sup>6</sup>

Global youth unemployment rates are increasing (see table 1) for both women and men. In the ten-year period from 1993 to 2003 there was an increase of approximately 19 million unemployed youth in the world (11.2 million young men and 7.5 million young women).

Table 1. Youth unemployment in the world, 1993, 1998, 2000-03 (millions)

Year	1993	1998	2000	2001	2002	2003
Youth, total	69.5	79.3	82.0	82.9	86.5	88.2
Youth, male	41.2	46.9	48.5	49.1	51.3	52.4
Youth, female	28.3	32.4	33.5	33.8	35.2	35.8

Source: ILO, Global employment trends model, 2003; see also Technical Note.

### 1.1.1. Regional overview

There has been a rise in the world youth unemployment rate over the last three years, although we see a slight decrease in transition economies and East Asia over this period (see table 2). Upon examination of regional and national data on youth unemployment rates we get a better picture of the kinds of forces that lead to youth unemployment.

Table 2. Youth unemployment rates by region, 1997, 2001-03 (percentage)

	1997	2001	2002	2003
World	12.9	13.9	14.3	14.4
Industrialized economies	14.2	12.3	13.4	13.4
Transition economies	17.9	19.5	19.3	18.6
East Asia	6.4	7.1	6.8	7.0
South-East Asia	9.9	14.4	16.4	16.4
South Asia	13.1	13.2	13.6	13.9
Latin America and the Caribbean	14.6	16.6	17.2	16.6
Middle East and North Africa	26.0	25.4	25.5	25.6
Sub-Saharan Africa	20.7	20.6	21.1	21.0

Source: ILO, Global employment trends model, 2003; see also Technical Note; ILO: *Global Employment Trends for Youth, 2004*.

Unemployment of young people is a serious problem in most of **Africa** (see Appendix 1, table A.1). Although statistics are rare, unemployment in the 15-24 age group is certain to significantly exceed the unemployment rate for the sub-Saharan African labour force as a whole. The problem is more severe in urban areas. According to the 1999 Ethiopia Labour Force Survey, for example, the overall unemployment rate is 8.1 per cent and the youth urban unemployment rate is 37.5 per cent (with women's rate being 43.7 and men's rate 29.4). In Namibia, the total unemployment rate is reported to be 19.5 per cent,

<sup>6</sup> T.A. Mroz; T.H. Savage: *The long-term effects of youth unemployment*, Employment Policy Institute, Oct. 2001.

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while the urban unemployment rate for the 15-19 age group is 56.8 per cent.<sup>7</sup> Low demand for labour in a context of a rapidly growing labour force makes it extremely difficult to absorb the new entrants. Labour supply often does not correspond to the needs of the employers, with highly educated young people unable to find jobs to suit their skills or, at the other end of the spectrum, unskilled youth unable to respond to a demand for higher skills. There is an obvious need for both creating an investment climate favourable to employment generation and for improving the human capital of the region.

Youth unemployment is a major challenge in **Latin America and the Caribbean**. The rate declined between 2000 and 2001 in most of the countries of Latin America, but the 2002 rate increased for most countries for which data are available. On average, the youth unemployment rates are twice as high as the overall rate. Female youth rates were consistently higher than the male youth unemployment rate (see Appendix 1, table A.2). To aggravate the problem, much of new youth employment is being generated in the informal economy (see section 1.4 for a discussion of the informalization of youth employment).<sup>8</sup>

Youth unemployment is not, simply, a transitory state to employment, but is a very lengthy process whereby youth move from unemployment, schooling, unpaid employment, and low-wage unskilled employment – all of which have low opportunity costs. The youth transition process, including that of youth unemployment, largely reflects larger labour market trends – the large informality of the labour market; the growing skills-wage gap between workers in the formal-informal economy; and declining incomes of informal workers.<sup>9</sup>

High youth unemployment rates in **East Asia** illustrate the difficulties new entrants to the labour market have finding jobs. In June 2001, 53 per cent of the jobless in China were under 35, of which half had been laid off for economic reasons – either restructuring or bankruptcy – and the registered urban youth unemployment rate has been rising since 1998.<sup>10</sup> Youth unemployment is also high in the Republic of Korea, with half of the unemployed under 29 as of December 2001 compared to less than a fourth in 1999.<sup>11</sup> In Mongolia, the 15-24 age group made up over two-thirds of the unemployed; 44 per cent of the young unemployed were women.<sup>12</sup>

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<sup>7</sup> G. Kanyenze, et al., 2000: *Strategies to combat youth unemployment and marginalisation in Anglophone Africa*, ILO/SAMAT Discussion Paper No. 14, Harare, as cited in ILO: *Global Employment Trends 2003*, p. 79.

<sup>8</sup> ILO: *Global Employment Trends 2003*, Geneva.

<sup>9</sup> C. Fawcett, 2002: *Latin American youth in transition: A policy paper on youth unemployment in Latin America and the Caribbean*, School of International Service, American University, Sustainable Development Department, Social Development Division, Labor Markets Policy Briefs Series, Inter-American Development Bank, p. 1.

<sup>10</sup> ILO 2002b: “An employment agenda for China: Discussion paper”, mimeo, Employment Sector, Geneva, ILO, as cited in ILO: *Global Employment Trends 2003*, pp. 26-27.

<sup>11</sup> Korea Labour Institute, 2002: “Labour Trends”, *e-Labour News*, various months. Seoul <http://www.kli.re.kr/english/labornews/09/emailing.html>, as cited in ILO: *Global Employment Trends 2003*, pp. 26-27.

<sup>12</sup> Mongolian Statistical Office, 2001: *Population and Housing Census 2000*, Ulaanbaatar, as cited in ILO: *Global Employment Trends 2003*, pp. 26-27.

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Youth unemployment rates are lower for women than for men in **East Asia**, but the share of youth unemployment in total unemployment is higher for women than for men (see Appendix 1, table A.3). A large proportion of the young unemployed are highly qualified, but their specialization does not correspond to the needs of the labour market. In Mongolia, for example, 80 per cent of university students are studying foreign languages, law and international relations. However, in practice, 80 per cent of all job vacancies are related to economic, technical and technological areas, suggesting a need for to improve the vocational training school system. Furthermore, career guidance and vocational counselling are still underdeveloped in the region.<sup>13</sup>

On average, youth unemployment in India is twice the overall unemployment rate. Indeed, the share of youth among the unemployed is disproportionately high at approximately 59 per cent. Within the youth population, the probability of finding work does not appear to be directly related to the level of educational attainment. In fact, the unemployment rates are higher among the educated youth than among the non-educated. Further, the unemployment rates are higher as one moves up the ladder of general education. More than 56 per cent of the unemployed youth are educated i.e. middle school and above. The self-employed constitute 53 per cent of the total employed. This means that people are not necessarily averse to taking up self-employment ventures, though many of them may have done so in the context of non-availability of wage employment opportunities. Youth entrepreneurs constitute 32 per cent of the self-employed.<sup>14</sup>

There are telltale signs of a youth bulge in Nepal, where 60 per cent of the population is under the age of 40 years. Twenty per cent of the population is between the ages of 15-30 years. With unemployment rising to astronomical levels, a large percentage of young people are left out of the mainstream. According to figures, there are 1.5 million youth in the country that are totally unemployed. As the State fails to develop proper strategies to provide jobs, the problem is gaining urgency day by day. According to the Labour Survey report 1998-99, youths between the ages of 15-29 make up almost 25 per cent of the total population. Of this group, only about 13 per cent live in urban areas. Given this urban-rural distribution and the urban-rural employment situation, there is a mass of youth underemployed living in rural areas. As is the case with the urban population in general, urban youth tend to be unemployed rather than underemployed (see section 1.5, for a discussion of youth underemployment). More than 30 per cent of new job market entrants leave the country in search of jobs.<sup>15</sup>

Youth unemployment in the **Middle East and North Africa** is high for both women and men, ranging from 13 per cent in Bahrain to 39 per cent in Algeria (see Appendix 1, table A.4). The share of the 15 to 24 population in total unemployment is alarmingly high, over 73 per cent in the Syrian Arab Republic for example. Youth unemployment rates increased during the 1990s and, given the very high population growth rates in the region, youth unemployment is a major challenge.<sup>16</sup>

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<sup>13</sup> European Training Foundation, 2001: *Mongolia 2001*, National Observatory Stocktaking Report, Brussels; UNDP, 2001: *Mongolia Update*, Sep. 2001 ([www.un-mongolia.mn/mongolia/upd9-01.html](http://www.un-mongolia.mn/mongolia/upd9-01.html)), as cited in ILO: *Global Employment Trends 2003*, pp. 26-27.

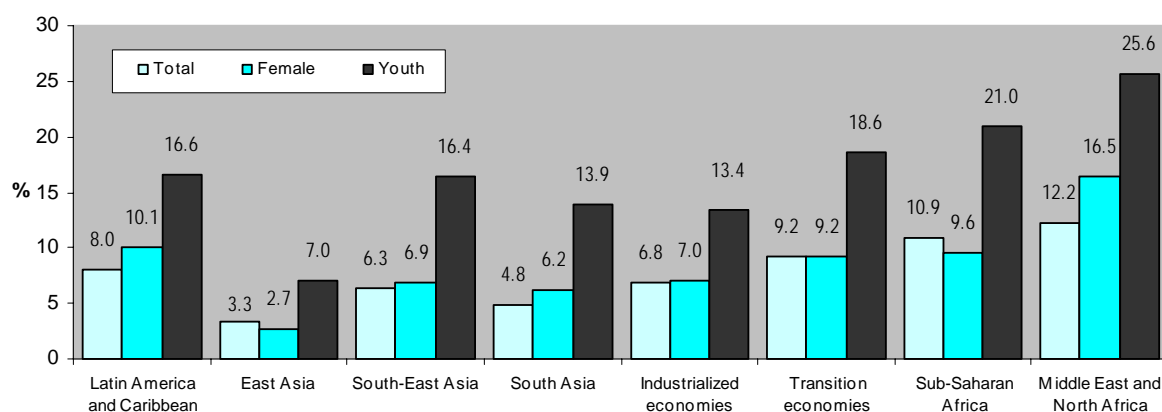
<sup>14</sup> Speech of Shri K.C. Pant, Deputy Chairman, Planning Commission, at the Asian Summit on Youth Entrepreneurship and Employment on 29 October 2003.

<sup>15</sup> S. Dhakal: "Youth unemployment: Indignity of idleness and insecurity", in *Nepal News*, 28 June 2002.

<sup>16</sup> ILO: *Global Employment Trends 2003*, p. 65.

Youth unemployment is a continuing problem in the **transition economies**. In Poland, for example, almost 44 per cent of young people are unemployed and over 38 per cent in Bulgaria (see Appendix 1, table A.5). In most transition economies, unemployment rates among the under-25 age group are twice as high as the national average (see figure 1). Young people with less education are more affected than those with an advanced level of education. The main reason is the mismatch between skills offered by young people and skills demanded by the labour market.<sup>17</sup>

Figure 1. Unemployment rates: Total, female and youth, by region, 2003 (%)



Source: ILO, Global employment trends model, 2003; see also Technical Note.

Youth unemployment in **industrialized countries**, as a whole, is almost double the total unemployment rate (see figure 1). Although we witnessed a drop in the youth unemployment rate between 1997 and 2001, it has increased or remained stagnant since (see Appendix 1, table A.6, for youth unemployment rates for selected industrialized countries). Germany, for example, almost doubled its (low) youth unemployment rate between 1990 and 2001. Youth unemployment also increased slightly in the United Kingdom. Despite some progress, many countries still record very high youth unemployment rates. Italy, for example, has more than a quarter of its labour force below 24 years of age unemployed.<sup>18</sup>

This section demonstrates the magnitude of the youth unemployment problem as well as the diversity between countries and regions. When we examine the rates for young women compared to young men, the diversity is even starker.

## 1.2. Youth unemployment and gender

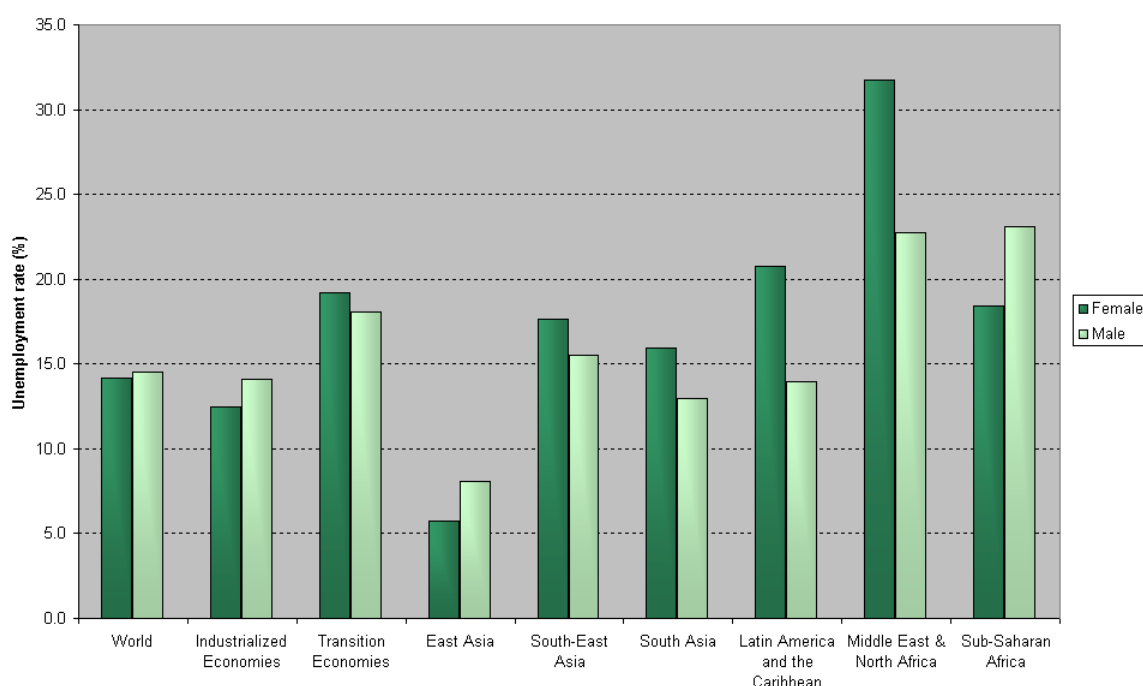
According to the ILO, more women than men are unemployed in almost all regions of the world (see figure 2) Only in East Asia and sub-Saharan Africa did the regional male unemployment rate exceed that of the female (the rates are equal in the transition economies). The difficulty of finding work is even more drastic for young females (aged 15 to 24 years). In Latin America and the Caribbean as well as the Middle East and North Africa the unemployment rate for young women is over 7 per cent higher than that of young men. Being female and being young can represent a double source of discrimination

<sup>17</sup> ILO: *Global Employment Trends 2003*, pp. 93-94.

<sup>18</sup> ILO: *Global Employment Trends 2003*, p. 103.

– young women face greater barriers in entering the labour market and retaining employment in periods of economic downturn.<sup>19</sup>

Figure 2. World and regional youth unemployment rates, by sex, 2003



Source: ILO, Global employment trends model, 2003; see also ILO, *Global Employment Trends for Youth, 2004*, Technical Note.

Unemployment figures, on their own, are a limited indicator for the inadequacy of the labour market situation of men and particularly of women, and should not be used in isolation. Many national definitions of unemployment exclude persons who want to work but do not actively “seek” work either because job opportunities are extremely limited, or because such persons have restricted labour mobility, or face discrimination or structural, social or cultural barriers. The majority of persons in this category are women. Although data on discouraged workers are hard to come by, a review of the data available for industrialized economies reveals that females made up approximately two-thirds of total discouraged workers in Australia, Austria, Belgium, Germany, Greece, Netherlands, Norway and Portugal, and the female share of total discouraged workers was near 90 per cent in Italy and Switzerland.<sup>20</sup>

### 1.3. Comparison of youth to adult unemployment rates

Youth unemployment rates are much higher than overall unemployment rates in all regions of the world (see figure 1).

In every country for which ILO data is available, youth unemployment rates exceed adult unemployment rates. In the majority of economies, youth unemployment rates are at least double those of adults (see Appendix 1, figure A.1). Germany is the only economy

<sup>19</sup> ILO: “Global labour market trends for women”, Annex to *Global Employment Trends 2004*.

<sup>20</sup> ILO: “Global labour market trends for women”, Annex to *Global Employment Trends 2004*.

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shown where the ratio remains around 1, possibly indicating the success of the German apprenticeship system in facilitating the transition from school to work (see section 4.1.1 below for a discussion of the German training system). This also results from statistical definition whereby apprentices with a work contract are counted as employed, in contrast to young people in school-based training in other European countries. Eliminating this statistical effect, youth unemployment rate compared to the overall unemployment rate in Germany would be comparable to other European countries. It is also important to note, that in the past 20 years, Germany has had an extensive policy of early retirement, in order to promote the entrance of younger workers into the labour market. This was supported by works councils, which initiated local agreements on this subject. This policy is no longer in operation due to the unmanageable burden on the social insurance system and it will be interesting to see the effect this has on the youth unemployment rate in the country.<sup>21</sup> Many countries in Europe initiated early retirement schemes to “create jobs for unemployed youth”. Yet the impact of such measures on youth unemployment was negligible; new entrants to the labour market lacked the experience needed for the jobs that were vacated by older workers.<sup>22</sup>

#### **1.4. Low paid precarious employment in the informal economy**

Gaining employment is particularly difficult for already poor and socially excluded youth. For those employed, much of that work is in the informal economy under precarious conditions and low pay. The vast majority of the world’s youth work in the informal economy.<sup>23</sup> In Africa, 93 per cent of all new jobs are in this sector; in India and Indonesia, more than 90 per cent of women working outside of agriculture, work in the informal economy; and nearly 75 per cent of manufacturing work in South-East Asia is within the informal economy.<sup>24</sup> In Latin America, almost all newly created jobs for young labour market entrants are in the informal economy. In much of the developing world the decline of the formal economy, accompanied by decreased public or family income support, means that millions of jobless young people are increasingly forced to find work in the informal economy.

It is important to note that almost everywhere, not only in developing countries, but also in transition and industrialized countries, there is a tendency to the informalization of the economy. The informal economy has been able to absorb large numbers of unemployed and underemployed persons and it has been a primary generator of jobs in many parts of the world. As such, it has often contributed to a minimum of social cohesion; social safety nets have been either nonexistent or not functioning properly. In some countries displaced workers and migrants compose the bulk of informal labour; in

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<sup>21</sup> W. Heidemann, 2000: *Combating youth unemployment – The German approach: Training, Labour Education and Training Research Network*, WIP 2000-2, p. 3.

<sup>22</sup> A. Samorodov, 1999: *Ageing and labour markets for older workers*, ILO.

<sup>23</sup> For a discussion of training in the informal economy, including a historical overview of the defining features of the informal economy, see Hans Christian Han, 2004 (forthcoming): *Synthesis Study: Training for work in the informal economy*, IFP/SKILLS Working Paper, Informal Economy Series.

<sup>24</sup> Wiego, 2001: “Women in informal employment: Globalizing and Organizing”, as cited in ILO, 2001: *Youth and work: Global trends*.

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others, particularly those with a high population growth, we find a large proportion of youth.<sup>25</sup>

Most youth working in the informal economy lack adequate incomes, social protection, security and representation. In a vicious cycle, poorly productive enterprises, low incomes and inadequate working conditions interact to undermine enterprise competitiveness, which in turn undermines the capability to provide decent employment conditions. If current trends continue, it is likely that most of the jobs available to young people in the future will be low paid and of poor quality.

Recognizing the concentration of women in the informal economy, many NGOs have focused on income-generation activities. Characterized by more emphasis on credit provision and group formation than on skill training provision, such interventions are generally based on the assumption that women are supplementing the family income: “interventions in this area are usually aimed at providing them with skills not for profit but for survival”.<sup>26</sup> This disregards the fact that women are often the sole or major earners, increasingly so with the growing number of female-headed households. Run by small organizations with limited staff and resources, the training courses provided tend to be of poor quality. Additionally, such courses are often in gender-stereotyped skills, such as sewing or cooking, which do not lead into profitable areas of work. Functional adult literacy courses have also been accompanied by small-scale vocational training, usually for women, and often attract similar criticisms.

## 1.5. Youth underemployment

Underemployment is typically categorized into visible and invisible underemployment, where the former consists of work of inadequate duration, i.e., both involuntary part-time employment and temporary short-term work, while the latter encompasses work of inadequate productivity.<sup>27</sup> Attention tends to focus on visible underemployment rather than “inadequate” productivity.

For the developed world studies of underemployment have almost exclusively examined involuntary part-time employment in the United States.<sup>28</sup> The limited studies available have shown that a disproportionately large number of youth in many countries are underemployed, working fewer hours than they would like. Young people may be able to obtain only part-time work, as is often the case in France (particularly among young women) and Indonesia for example, or seasonal work, as happens frequently in the agriculturally based economies of South Asia and sub-Saharan Africa. Underemployment

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<sup>25</sup> Josiane Capt, 2001: “What skills are needed to ensure survival and growth of enterprises?”, Paper presented at the International Conference on Linking Work, Skills and Knowledge: Learning for Survival and Growth, Interlaken, Switzerland, 10-12 September.

<sup>26</sup> F. Leach, 2000: “Gender implications of development agency policies on education and training”, in *International Journal of Educational Development*, Vol. 20, Issue 4, pp. 333-347.

<sup>27</sup> G. Holger; E. Strobl, 2001: *The incidence of visible underemployment: Evidence for Trinidad and Tobago*, Centre for Research in Economic Development and International Trade, University of Nottingham.

<sup>28</sup> See, for example, L.S. Stratton, 1996: “Are ‘involuntary’ part-time workers indeed involuntary?”, in *Industrial and Labor Relations Review*, Vol. 49, pp. 522-536; R.W. Bednarzik, 1975: “Involuntary part-time work: A cyclical analysis”, in *Monthly Labor Review*, Vol. 98, pp. 12-18; and K. Leppel; S. Heller Clain, 1988: “The growth of involuntary part-time employment of men and women”, in *Applied Economics*, Vol. 20, pp. 1155-1166.

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is also high among many young people who work in the household production unit in the rural and urban informal economy.<sup>29</sup>

## 1.6. Unemployment, underemployment and disadvantaged youth

There is a serious lack of data on unemployment and underemployment rates for disadvantaged youth. This partially reflects the range of vulnerabilities some youth face, resulting from discrimination, economic hardship or geographic location, for example. It also reflects societal norms about assessing which youth *can* work. Often people with disabilities, for example, are classified as “unable to work” and are placed in a category of those in need of social protection. Despite this the World Bank demonstrates that in Asia, Latin America and transition countries, the number of “disadvantaged young people with employment problems” greatly exceeds the number of “young unemployed”.<sup>30</sup> Yet, in most cases, policies are not aimed at those most disadvantaged because they constitute a minority and, therefore, are not cost-effective.

The most socially disadvantaged youth generally experience more problems obtaining employment. They are less likely to obtain good basic education, and are often discriminated against on the basis of social class, ethnic origin, gender, disability, etc. For instance, data from Japan, Sweden, United Kingdom and the United States show above-average unemployment rates for ethnic minorities. Poor young people are even more prone to unemployment, and particularly to inactivity. In several advanced economies youth joblessness is more and more concentrated in households in which no member is employed.<sup>31</sup>

Section 1.1 presented data that clearly shows that youth face greater barriers in accessing the labour market; the magnitude of the youth un(der)employment problem is very clear. Section 1.2 shows the unemployment figures for young women compared with young men and the general adult unemployment rates. This is concrete evidence of the impact of double discrimination. Being young and being female means facing multiple hurdles in making the transition from school to work.

Poor youth are also ignored in mainstream development thinking and action. In addition to the problems faced by youth in mainstream development strategies, they have a second burden of poverty, which gives them fewer choices. Poor young women have a triple burden. Over 300 million of the 500 million young people searching for employment are poor (60 per cent). The United Nations Social Summit in Copenhagen and the United Nations Millennium Summit Declaration of 2001 called for reduction of poverty by 50 per cent by 2015, recognizing the challenge of poverty and the right to decent work, the double and triple burden faced by poor youth, the vicious nexus between poverty and unemployment, the vicious cycle of poverty reproduction through unsustainable use of

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<sup>29</sup> M.R. Rosenzweig, 1998: “Labour markets in low-income countries”, in H. Chenery and T.N. Srinivasan (eds.): *Handbook of development economics*, Vol. 1, Rotterdam, Elsevier; as cited in ILO, 2000: *Training for employment: social inclusion, productivity and youth employment*, Report V, International Labour Conference, 88th Session.

<sup>30</sup> M. Godfrey, 2003: “Youth employment policy in developing and transition countries: Prevention as well as cure”, presentation by the World Bank, Youth Employment Workshop, Washington, DC, 2 June 2003.

<sup>31</sup> N. Bowers; A. Sonnet; L. Bardonne: “Giving young people a good start: The experience of OECD countries”, in OECD, as cited in ILO, 2000: *Training for employment: Social inclusion, productivity and youth employment*, Report V, International Labour Conference, 88th Session.



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natural and financial resources and the inability to move to good governance without eradicating the worst forms of poverty and providing work for poor youth, in a given time frame.<sup>32</sup>

Rural youth constitute approximately 55 per cent of the world's young people. With increasing industrialization, rural areas around the world have experienced a decline in employment opportunities. Young people face difficulties in sustaining jobs in traditional agricultural sectors and in gaining access to education and training.<sup>33</sup>

It is evident, despite the lack of comparable data, that many groups of young people are more likely to suffer higher unemployment and underemployment rates due to the nature of their circumstances. These disadvantaged youth must be given more choices, more opportunities for education, skills training, microcredit and more effort must be made to address these issues.

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<sup>32</sup> P. Wignaraja, 2002: *Employment: Double burden of poor youth in search of work and dignity*, An Issues Paper on Innovative Thinking and Practice in Mobilising Resources for Youth, Education Development Center, Inc.

<sup>33</sup> International Youth Parliament, 2002: *Global problems*, from web site [http://www.iyp.oxfam.org/issues\\_fr/youth\\_livelihoods\\_bg.asp](http://www.iyp.oxfam.org/issues_fr/youth_livelihoods_bg.asp).

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## 2. The costs

Youth unemployment and underemployment impose a heavy cost upon individuals, employers, trade unions, governments and societies. Unemployment in early life may permanently impair employability and, as research has shown, patterns of behaviour and attitudes established at an early stage persist later in life. For employers, youth unemployment means that young people have less to spend on their products and services, and that personal savings are reduced for investment in business, resulting in loss of production. For trade unions, youth unemployment means loss of potential membership and weaker bargaining positions to secure improved rights, protection and working conditions for their members. For governments, youth unemployment means they have a reduced taxation base and higher social welfare costs, that investments in education and training are wasted, and that their voter support among young people is weak.<sup>1</sup> Moreover, rising unemployment levels among youth may be a source of social instability, increased drug abuse and crime. Further, youth unemployment and poor jobs contribute to high levels of poverty.

An analysis of youth investments identified with the highest economic returns found that “countries under-invest in the healthy development of adolescents and young adults ... some evidence exists that youth- focused interventions are a cost-effective way to improve health, reduce poverty, and benefit society ...”.<sup>2</sup> The costs of neglecting youth can be measured in terms of depletion of human and social capital. There is a loss of economic growth possibilities, which increases as this cohort ages without gaining experience in the work force. More difficult to quantify are the costs of societal instability and endemic conflict.

### 2.1. Economic costs

The social and economic costs of long-term unemployment, joblessness and poverty are not only measured in terms of income support. They include loss of output, erosion of skills, reduced levels of activity, and increased social divisions.<sup>3</sup> Unemployment wastes some of the scarce resources used in training workers. Furthermore, workers who are unemployed for long periods become de-skilled as their skills become increasingly dated in a rapidly changing job market. This reduces their chances of gaining employment in the future, which, in turn, increases the economic burden on government and society.

This lost productivity magnifies over the course of the life cycle. In the context of the demographics of the current youth cohort, persistent unemployment represents a significant loss of human capital.

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<sup>1</sup> ILO, 2002: *Youth and work: Global trends*, report prepared jointly by the ILO Employment Sector (InFocus Programme on Skills, Knowledge and Employability, and the Key Indicators of the Labour Market) and the ILO Bureau of Labour Statistics.

<sup>2</sup> J.C. Knowles; J.R. Behrman, 2003: *The economic returns to investing in youth in developing countries: A review of the literature*, University of Pennsylvania mimeo for World Bank Human Development Network, as cited in J.C. Knowles; J.R. Behrman, 2003: *The economic returns to investing in youth in developing countries*, World Bank, Health Nutrition and Population (HNP) Discussion Paper.

<sup>3</sup> B. Cass, 1989: “Solving poverty requires a total community response”, in *Impact*, Vol. 20, No. 1, pp. 11-14.

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Consultation with various stakeholders and with youth, themselves, found that there are specific barriers preventing youth inclusion and well being, with both income and non-income manifestations. Young people experience exclusion from the labour market and self-employment opportunities. They rarely possess physical assets such as land or housing which could serve as collateral, and so they have little access to credit. They also experience isolation, vulnerability and powerlessness. Youth from ethnic minorities tend to face even greater barriers to employment. In many European and Central Asia (ECA) countries, Roma youth find it difficult to secure employment other than menial labour.<sup>4</sup>

Their disadvantages derive from lack of access to assets in three interrelated dimensions: (i) economic (assets leading to income generation); (ii) social (access to information, social capital, free-time activities, cultural expression, educational opportunities, care and mentoring in youth friendly venues); and (iii) participation in decision-making (empowerment, governance). On this basis, it appears that youth inclusion policies would be more effective if these different dimensions were combined, rather than having fragmented sectoral interventions.<sup>5</sup>

Considering the pace of economic growth worldwide, the expectation of sufficient formal employment in the short-term is unrealistic. During periods of retrenchment, youth are often the first to be terminated, due to their lack of seniority. However, greater attention to youth income generation opportunities (and the market niches in which they have comparative advantage) can contribute to the economic empowerment of youth as well as being an engine for economic growth. Greater participation of youth in the development of micro-businesses, for example could contribute substantially to growth.

## 2.2. Social costs

The social costs of youth unemployment are far-reaching; it contributes to costly social problems such as poorer health, the breakdown of relationships and families, increased crime and significant additional expenditure requirements.

Unemployment erodes the stability of communities and threatens social cohesion as young people become inescapably dependent on welfare programmes and disenfranchised in terms of their participation in mainstream society. The social cost of crime among unemployed young people, for example, is magnified if a society's means of dealing with it encourages further antisocial behaviour and attitudes.<sup>6</sup>

The most vulnerable youth are those who are neither employed nor in school, which describes 27 per cent of youth in the ECA region. As youth groups in Croatia described it, "Poverty is boredom". Focus groups conducted with young men in Jamaica described the linkages as high unemployment leading to frustration and idleness, which led to gang violence, interpersonal conflict, and domestic violence. Similarly, youth in Jordan reported feeling "bored, empty, depressed, or constrained by social norms, with few outlets for their

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<sup>4</sup> G. La Cava; P. Lytle, 2003: *Youth: Strategic directions for the World Bank*, ECSSD; based on the Moldova Youth Inclusion Project.

<sup>5</sup> World Bank, 2003: *Moldova: Youth inclusion, learning and innovation credit*, Updated Project Information Document, Report No. AB205, Bank approval date: 29 December 2003.

<sup>6</sup> Senate Standing Committee on Employment, Education and Training, 1992: *Wanted: Our future*, Report into the implications of sustained high levels of unemployment among young people (15-24 years old), AGPS, Canberra, pp. 116-117.

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energy, [a] lack of opportunities to express themselves, and no adults who understand their needs, listen to them, or talk to them about their concerns".<sup>7</sup>

There has been some research on the private and social negative outcomes of youth unemployment such as crime and drug abuse. For example, the Carnegie Foundation conducted a study of a year's class of high-school dropouts in the United States, concluding the costs to the United States economy to be \$260 billion, due to income support, health-care costs and reduced contributions to taxes.<sup>8</sup> With regard to crime, Cohen highlights the range of costs including: victim costs (lost productivity, medical costs, pain, suffering and reduced quality of life), criminal justice costs and the forgone earnings of youth during incarceration.<sup>9</sup>

### 2.3. Individual costs

The overwhelming evidence is that unemployment, and especially long-term unemployment, exacts a terrible and cumulative toll on individuals. With little to do in any constructive or positive sense, life is boring and empty; it becomes harder to remain motivated. Prolonged unemployment is more likely to be oppressive, resulting in subsistence living, a loss of personal autonomy and control, frustration, anger, low self-esteem and social alienation.

To be unemployed for a long time, or to be growing up in a family where one or both parents are unemployed, is a difficult start to adult life. Without dramatically improved support systems for reintegrating these young people into mainstream education, training and employment opportunities, it is conceivable that many of them face a future without work and with little or no chance of a decent standard of living.<sup>10</sup>

Studies of unemployed young men in the United States, for example, show that those who spend time out of work during their youth tend to be employed less and earn lower wages in their adult years. Those who, as youths, experience especially long periods of unemployment are particularly prone to long-term effects on future wages and employment.<sup>11</sup>

Medical doctors have demonstrated an association between unemployment and psychological and physical ill health in young people aged 15-24 years. Aggregate data

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<sup>7</sup> Examples cited in G. La Cava and P. Lytle, 2003: *Youth: Strategic directions for the World Bank*, ECSSD.

<sup>8</sup> M.R. Burt, 1998: *Why should we invest in adolescents?*, Pan American Health Organisation, Washington DC., as cited in J.C. Knowles and J.R. Behrman, 2003: *The economic returns to investing in youth in developing countries*, World Bank, Health Nutrition and Population (HNP) Discussion Paper.

<sup>9</sup> M.A. Cohen, 1998: "The monetary value of saving a high risk youth", in *Journal of Quantitative Criminology*, Vol. 14(1), pp. 5-33.

<sup>10</sup> M.L. Crooks; M. Webb; J. Forster; J. Williamson, 1996: *Young people, poverty and long-term unemployment in Australia: The price we pay*, A report to the National Youth Affairs Research Scheme.

<sup>11</sup> See J. Moore, 2003: *Long-term consequences of youth unemployment*, Stamford University, May; and A. Sum et al., *Left behind in the labor market: Labor market problems of the nation's out-of-school young adult populations*, Center for Labor Market Studies, Northeastern University, Nov. 2002.

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show youth unemployment and youth suicide to be strongly associated. Youth unemployment is also associated with psychological symptoms, such as depression and loss of confidence. Effects on physical health have been less extensively studied; however, there is some evidence of an association with raised blood pressure. Finally, the prevalence of lifestyle risk factors (cannabis use and, less consistently, tobacco and alcohol consumption) is higher in unemployed compared with employed young people.<sup>12</sup>

Youth unemployment is about societal exclusion, hardship and personal unhappiness. It is about wasted resources and unrealized potentials. It represents a significant disconnection from mainstream work and society for all the young people and many of their families. It goes to the heart of how we create and maintain the conditions for social cohesion and political stability.

Institutional neglect and cultural biases constitute major barriers that prevent youth access to the above-indicated assets. Youth are essential to economic and social development. Young people tend to be more receptive to new ideas, change and challenges; they are often more innovative in response. In the context of a knowledge-based society, characterized by rapidly changing information and communication technologies, they are better equipped and more flexible in their response.<sup>13</sup> Yet the potential of young people often goes unrecognized, ignored or unused. Socially disadvantaged youth are particularly affected, perpetuating a cycle of poverty and social exclusion. Strategies must be implemented to promote the social inclusion of disadvantaged youth into mainstream society. Young people are asking that their voices be heard, that their issues be addressed and that their roles be recognized.<sup>14</sup>

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<sup>12</sup> S.L. Morrell; R.J. Taylor; C.B. Kerr, 1998: "Unemployment and young peoples' health", in *Medical Journal of Australia*, 168, pp. 236-240.

<sup>13</sup> E. Rodriguez, 2002: *Youth, social development and public policies in Latin America and the Caribbean*, World Bank.

<sup>14</sup> ILO Youth Employment Network (YEN) web site: <http://mirror/public/english/employment/strat/yen/index.htm> .

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### 3. Why youth are at greater risk

The causes of youth unemployment have been widely debated and tend to focus at two different levels. The first concentrates on characteristics of youth labour markets and the demographic makeup of the young population as a whole.<sup>1</sup> This level of analysis usually looks at the following determinants of youth unemployment: aggregate demand, youth wages, size of the youth labour force, and lack of skills. Although lack of demand is the major cause for adult unemployment, it has been argued that the changes in aggregate demand have higher consequences for youth unemployment.<sup>2</sup> During times of recession there is a tendency to discontinue recruitment, which affects young entrants to the labour market and makes younger workers redundant. Youth are more likely than other workers to be laid off from jobs because it is cheaper and they are less experienced.<sup>3</sup> The debate on minimum wages highlights the argument that, if youth wages are not flexible downward, the effect of minimum wages on youth unemployment is often found to be significant.<sup>4</sup>

The size of the youth cohort is seen as a major contributor to youth unemployment. The United Nations Population Fund (2000) indicated that more than 50 per cent of the world's population is under the age of 25 – just over 3 billion individuals are youth and children. Youth, internationally defined as people between the ages of 15 and 24, count 1.3 billion alone – approximately one person in five is between the age of 15 and 24, or 17 per cent of the world's population. The ILO projects that the vast numbers of young people entering the labour market require the creation of more than a billion jobs in order that they can be given access to labour markets and unemployment can be reduced. Lack of education and job-related skills is another reason provided to explain high levels of youth unemployment.

The second level of analysis focuses on individual behavioural and demographic traits that influence their opportunities in the world of work.<sup>5</sup> It tends to concentrate on regional disparities, age categories, gender and ethnic determinants, as well as educational attainments, and is seen as more relevant to understanding the causes of increased unemployment of disadvantaged youth.

#### 3.1. The risks for disadvantaged youth

Unemployment is not evenly spread, although the groups that are vulnerable will vary according to different conditions and circumstances. The general trend is that unemployment rates tend to decrease with age. The picture for young women has been

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<sup>1</sup> See, for example, N. O'Higgins, 2001: *Youth unemployment and employment policy. A global perspective*, International Labour Organization, Geneva; and A. Rees, 1986: "An essay on youth joblessness", in *Journal of Economic Literature*, Vol. XXIV (June), pp. 613-628.

<sup>2</sup> N. O'Higgins, 2001: *Youth unemployment and employment policy. A global perspective*, International Labour Organization, Geneva.

<sup>3</sup> C. Mlatsheni; S. Rospabe, 2002: *Why is youth unemployment so high and unequally spread in South Africa?*, Working paper, Development Policy Research Unit, University of Cape Town.

<sup>4</sup> D. Neumark; W. Wascher, 1999: *A cross-national analysis of the effect on minimum wages on youth employment*, National Bureau of Economic Research, Inc., NBER working paper No. 7299, Cambridge, MA.

<sup>5</sup> See P. Ryan, 2001: "The school-to-work transition: A cross-national perspective", in *Journal of Economics Literature*, Vol. XXXIX (Mar.), pp. 34-92.

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starker than that for young men; it is generally found that employment opportunities for young women are more limited than those for young men, leading to higher unemployment rates for young women. Dominant ethnic groups are usually worse off than minority groups, except in a country like South Africa, for example, with its legacy of discrimination against the majority.<sup>6</sup> Research has shown that in most OECD countries unemployment rates fall when the level of education improves. However, in developing countries (e.g. South Africa) it is often found that youth unemployment is also high among the better educated.<sup>7</sup>

Beyond the orthodox analysis of causes is a range of less tangible factors that influence youth unemployment. These include lack of labour market information, inexperience with the processes of searching and applying for jobs, lack of access to information networks in the labour market, and social hurdles such as residing in low-income areas.

For many youth, there is a substantial waiting period for the first job; for disadvantaged youth the wait is often longer. Youth with disabilities face greater competition from young unemployed school leavers in their search for jobs, often resulting from negative attitudes and mistaken assumptions on the part of employers about their work capacity. The lack of first work experience for new entrants in the labour market makes the transition from education and training to work particularly difficult for youth. In Serbia and Montenegro, for example, estimates of the wait for the first job have been as long as five years.<sup>8</sup> In addition to the income factors, delayed entry into the labour force hinders the transition from adolescent dependency to adulthood.

Being less experienced than adults, young people need to invest more time in searching and matching. Therefore, a higher youth unemployment rate is to be expected. In developing countries with no unemployment benefits and low living standards, young workers cannot afford a lengthy search unless they have financial support, and instead often take on low productivity work in the informal economy or in odd jobs. However, the need for a lengthier search cannot alone explain the high differential rates of unemployment between youth and adults.<sup>9</sup> Perceptions of youth and economic considerations of employers also play a role.

Young people in care, those growing up in low-income houses or with family breakdown, those who do not attend school and people from some minority ethnic communities have been found to be disproportionately at risk of social exclusion. There are also particular times when young people are most vulnerable, including when they leave home, leave care and leave education. Youth unemployment and social exclusion are inextricably linked. Solutions to youth unemployment will not work in isolation to solutions to social exclusion. Social exclusion is both a cause and effect of youth unemployment. It is generally agreed that the best defence against social exclusion is having a job; and the best way to get a job is to have a good education with the right training and experience.

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<sup>6</sup> R. du Toit, 2003: "Unemployed youth in South Africa: The distressed generation?", Paper presented at the Minnesota International Counselling Institute (MCIC), 28 July-1 August.

<sup>7</sup> P. Moleke, 2003: *First employment of graduates*, Pretoria, Human Sciences Research Council, as cited in R. du Toit, 2003: "Unemployed youth in South Africa: The distressed generation?", Paper presented at the Minnesota International Counselling Institute (MCIC), 27 July 27-1 August.

<sup>8</sup> G. La Cava; P. Lytle, 2003: *Youth: Strategic directions for the World Bank*, ECSSD.

<sup>9</sup> ILO, 2000: *Training for employment: Social inclusion, productivity and youth employment*, Report V, International Labour Conference, 88th Session.

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The notion of social exclusion entered mainstream discourse as long-term unemployment and “new poverty” became common features of the industrialized world. It has since become part of larger debates such as the social effects of globalization on both the North and the South.<sup>10</sup> As a feature of the structure of societies, social exclusion is part of the social structure of societies whereby individuals and groups are denied access to the goods, services, activities and resources associated with citizenship. Case studies of 11 countries<sup>11</sup> lead to a variety of possible interpretations of the causes and resulting patterns of exclusion. The commonalities among the findings are:

- *Social exclusion within countries and at the individual level is involuntary and results from policies and institutions.*
- *The institutions which include and exclude are both formal and informal.*
- *Institutions are important in processes of social exclusion as they structure the relationship between macroeconomic change and the pattern of economic growth on the one hand, and the changing life-circumstances of individuals, households and groups, on the other hand.*
- Social exclusion within countries cannot be explained without reference to *international relationships*, as these relationships have important effects on domestic economic, social and political institutions.

The most important institutions for breaking social exclusion include: the basic markets of land, labour and credit through which people secure an income; the justice system – including systems of law enforcement; the education and training system, which not only builds human capital but also socializes individuals as citizens; the media; and, most fundamentally, the participatory and communicative structures, including new forms of social partnership through which a shared sense of the public good is created and debated.<sup>12</sup>

The links between the causes of social exclusion must be properly understood and addressed if policies to address them are to be effective. Policy coherence, both between government departments and at the local and national level, is one of the keys to addressing both social exclusion and youth unemployment. It is a challenging agenda for governments, for the voluntary sector and for local communities to address. More information on the social exclusion of youth generally, and the marginalization of particularly groups of young women and men, is essential to understanding its causes, affects and solutions. We need to understand *who* the youth at risk are; *how many* there are; *where* they are; and, from a policy and practice perspective, *what works* with whom, where and how.

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<sup>10</sup> International Institute for Labour Studies (IILS), ILO, 1996: *Social Exclusion and Anti-Poverty Strategy Research Project on the Patterns and Causes of Social Exclusion and the Design of Policies to Promote Integration: A synthesis of findings*.

<sup>11</sup> Studies were undertaken in 11 countries, of which six were finally retained to constitute the core of the empirical material for assessing the analytical and policy advantages of viewing poverty and inequality from a social exclusion perspective. These were: Peru in Latin America; United Republic of Tanzania in Africa; India and Thailand in South and South-East Asia; Yemen from the Arab world; and the Russian Federation from the former USSR.

<sup>12</sup> *ibid*, 1996, p. 22.



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## 4. Addressing the challenge

In many countries demand for skilled labour has risen significantly as a result of globalization, advances in technology and the changing organization of work. Inadequate skills and skills mismatch reduce employability, increasing the risk that under-educated and under-trained youth will be marginalized and enterprise competitiveness will be undermined. Education and training are essential components in addressing the challenge.

### 4.1. Education, training and skills development

Education and training are essential requirements of a strategy to promote employability. They give youth the opportunity to take advantage of job opportunities and income earning possibilities. Developing young people's employability is central to ensuring their successful transition to the labour market and their access to career-oriented employment. Youth need to acquire the skills, knowledge, competencies and attitudes that will allow them to find work and to cope with an unpredictable labour market.

Employability is a key outcome of education and training of high quality, as well as a range of other policies. It encompasses the skills, knowledge and competences that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if she/he so wishes or has been laid off, and enter more easily into the labour market at different periods of the life cycle ... Employability is, however, not a function only of training – it requires a range of other instruments which results in the existence of jobs, the enhancement of quality jobs, and sustainable employment.<sup>1</sup>

#### 4.1.1. Transition from school to work: Mainstream education and training systems<sup>2</sup>

Historically, apprenticeship has been the principal means of training semi-skilled and skilled workers. Systems of apprenticeship have evolved and adapted to meet industry needs. It continues to be the most common method of training for semi-skilled trades, crafts and occupations. In some industries and in some countries, it has become much more complex and structured, as in Germany's "dual system", which combines on-the-job apprenticeship with school-based education (see figure 3).

In most developing countries, informal systems of apprenticeship remain the dominant form of learning skills; in many of these countries, apprenticeship systems are highly regulated by custom and tradition.<sup>3</sup> Although it varies from society to society, it is typically characterized by an informal arrangement between a trainee and a "master" trainer, whereby the trainee learns through observation and assistance, through "serving" the "master". Through this process, the trainee learns about the operation of the enterprise, how to deal with suppliers, price and market products and how to keep records of accounts. Eventually, the graduate starts his/her own business upon completion of training and

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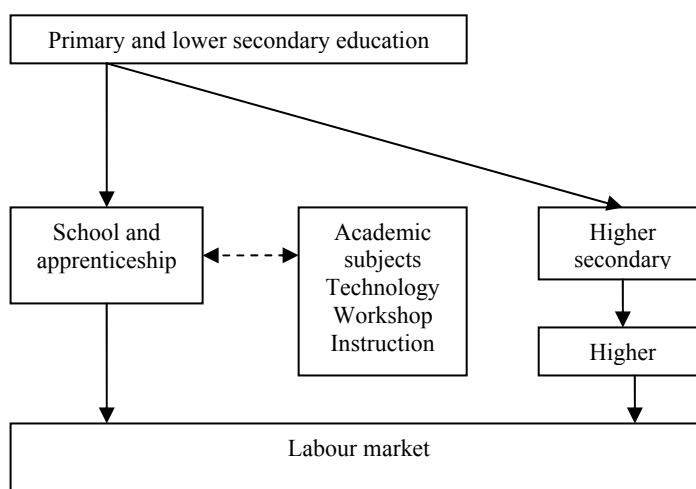
<sup>1</sup> ILO, 2000: *Conclusions concerning human resources training and development*, para. 9, International Labour Conference, 88th Session, Geneva.

<sup>2</sup> For a more detailed discussion of the mainstream education and training systems see ILO, 1998: *World Employment Report 1998-99*, "Employability in the global economy: Why training matters"; this section liberally draws on this source.

<sup>3</sup> See S. McGrath et al., 1995: *Education and training for the informal sector*, for a further discussion.

development of their skills in the workshop. It is important to note that, under conditions of extreme poverty, informal apprenticeships can result in the exploitation of cheap labour and/or can end up passing on existing skills, without teaching new ones.

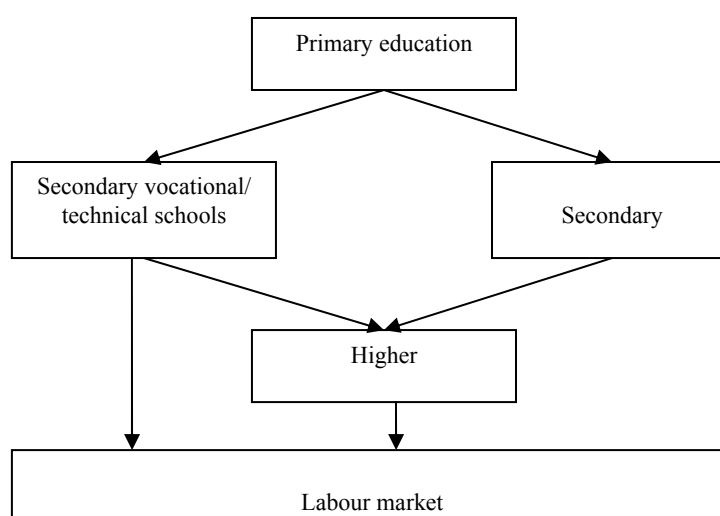
Figure 3. "German dual system"



The use of school-based structures for imparting workplace skills has developed in the last 15 years and many countries have now adopted a system whereby skills training occurs in tandem with the regular school curricula. In the majority of countries there is no single unified system where all students attend the same type of school and follow the same curriculum. In many systems, students can choose to continue their studies in the purely academic stream or attend vocational schools. There is usually provision for the latter group to enter higher education, although it may be difficult to meet the entrance requirements.

The system of school-based training through secondary vocational schools has come to be identified as the "French system", although there is no single unified school system in that country (see figure 4).<sup>4</sup>

Figure 4. "French system": Secondary vocational/technical schools



<sup>4</sup> ILO, 1998: *World Employment Report 1998-99*, "Employability in the global economy: Why training matters".

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Comparisons between apprenticeship and vocational schooling, based on a review of cross-country evidence for industrialized countries, suggests that the apprenticeship system does yield better outcomes in terms of employment and pay. However, the results are mixed and appear to be country specific. Often vocational schooling is shown to be more favourable for women. In Germany, vocational schooling in certain occupations yields higher pay but ex-apprentices generally have more stable employment prospects.

The improved employment prospects of young adults through formal apprenticeship schemes is apparently attributable not so much to the fact that employers can choose more easily from among apprentices, as to the quality and relevance of the training given. These results are confirmed by the findings of an OECD study that showed that well-developed apprenticeship systems provide better opportunities for new school leavers to get into employment. The study, however, also points out that job prospects for new school leavers are highly sensitive to the overall state of the labour market.<sup>5</sup>

Is apprenticeship better for disadvantaged youth? The findings of this research project indicate that apprenticeship training presents both opportunities and barriers for disadvantaged youth. Informal apprenticeships often result in self-employment in the informal economy, while formal schemes usually lead to wage employment in the formal economy. Despite the potential success of apprenticeship training, there are many barriers to some groups of young women and men. Discrimination undoubtedly impacts on access to apprenticeship for many youth. The consequences of devaluation of certain skills, accreditation, and experience, based on discriminatory hiring practices, may lead to lower rates of apprenticeship training participation, or perhaps, render apprenticeship training less attractive for disadvantaged youth.<sup>6</sup>

Apprenticeships are potentially exploitative unless certain conditions are fulfilled. They should be well structured and supervised; the period of training should be fixed; apprentices should be taught a range of skills; and written contracts and certificates, demonstrating completion of training, should be provided. Apprenticeship systems should be subject to inspections with penalties for violations. Disadvantaged youth are more susceptible to exploitation under apprenticeship schemes because of the added barriers they face. But the dual training system appears to be the most flexible of mainstream education and training and flexibility is important to meet the needs of many disadvantaged young people.

School-based vocational education and training is typical of most former centrally planned economies and is followed in many developing countries. In most Eastern European countries vocational education takes place mainly in vocational, technical and apprentice schools at the secondary level. These institutions accommodate two-thirds of the age group and run parallel to the academic schools that prepare students for higher education. They have proved to be insufficiently flexible to meet the needs of a market economy, not least because of funding problems. This lack of flexibility means that disadvantaged youth are particularly discouraged from access.

A variant of the school-based system is the “North American system”, which aims to keep all students in school until the end of the secondary level and adds diverse vocational

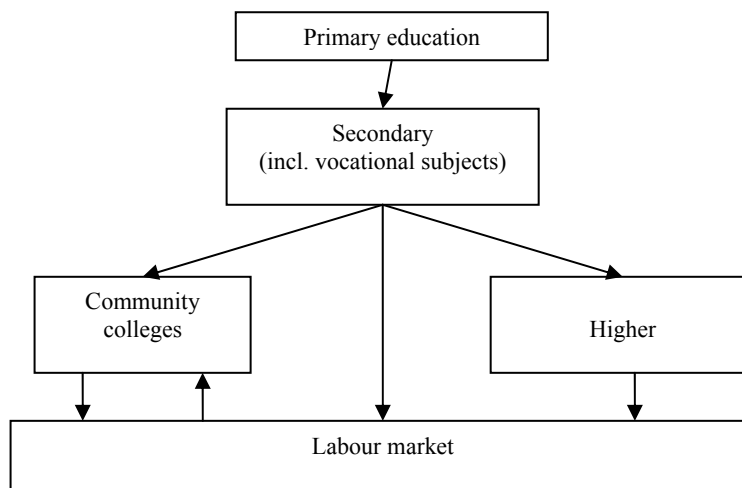
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<sup>5</sup> OECD, 1998: “Getting started, settling in: The transition from education to the labour market”, in *OECD Employment Outlook*, pp. 81-82.

<sup>6</sup> See P. Ryan, 1998: “Is apprenticeship better? A review of the economic evidence”, in the *Journal of Vocational Education and Training*, Vol. 50, No. 1.

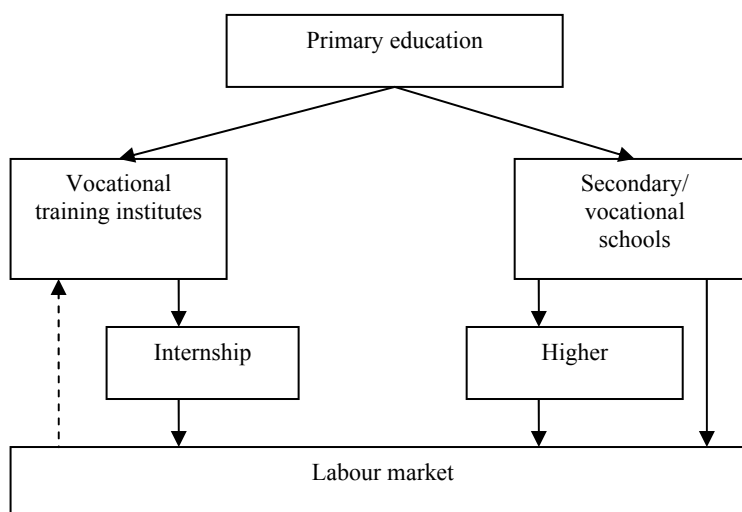
subjects to the academic curriculum (see figure 5). It reflects the belief that all people should receive the same basic education up to high-school level no matter what occupation one embarks upon. Disadvantaged youth require more flexibility and/or alternative delivery systems than is available under this system.

Figure 5. “American system”: Diversified high school



The development of vocational training centres on a large scale outside the secondary school system is associated with the “Latin American system” (see figure 6), characterized by full-time training at the centre, followed by supervised internships. In most countries using this approach, the vocational training institutes (VTIs) remain relatively independent public bodies, partly financed through a tax on employers. However, there is also a substantial enrolment in vocational secondary school programmes. In recent years, the VTI system has been placing more emphasis on in-company training than on pre-employment training, and the actual delivery of training has been increasingly transferred to enterprises. More and more training programmes are being designed with a comprehensive approach in which firms or networks of firms are considered as targets.

Figure 6. “Latin American system”: Vocational training institutes



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## **4.2. Education, training and skills development for disadvantaged youth**

It is clear that employers are increasingly demanding higher skills for many types of jobs. These jobs are potentially available to at-risk young women and men, but the skills of many of these young people are inadequate to meet employer demands. Relying entirely on mainstream education and training systems to address the situation is insufficient. Well-structured work-based learning is more likely to impact the life chances of at-risk young people.

It is important to recognize that employers' demand for entry-level workers is variable. Employers are heterogeneous, operate in very different markets, and therefore, have a range of different needs. Yet mainstream education systems operate under a relatively homogeneous curriculum. The recruitment and hiring practices of employers also affect the ability of disadvantaged youth to embark on a career. The job requirements, screening devices, and recruitment strategies clearly place at-risk youth at a serious disadvantage in the job market. Disadvantaged youth need to acquire these skills through alternative training methods.

### **4.2.1. Mainstream education and training systems and disadvantaged youth**

Section 4.1 provided an overview of the four main education and training systems. The “dual system”, or some variation of it, which includes work-based apprenticeship as well as classroom instruction, is the model that has been duplicated most often in developing countries, with varying degrees of success. It is a system which is difficult to implement for a number of reasons, most notably the need for support from employers. When the supply of youth, generally, is greater than the demand for apprenticeships, vulnerable or marginalized youth are largely ignored.

UNESCO points out that the current systems are insufficient or inappropriate with regard to needs of youth who are vulnerable to marginalization and exclusion. Where programmes targeting various marginalized and excluded groups do exist, they have functioned outside the mainstream – special programmes, specialized institutions, and specialist educators. Notwithstanding the best intentions, too often the result has been exclusion: “second-rate” educational opportunities that do not lead to employment, leaving many young women and men outside the mainstream of education and training and later, as adults, outside community, social and cultural life in general.<sup>7</sup>

In any education system, the curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. In many contexts, the curriculum is extensive and demanding, or centrally designed and rigid, leaving little flexibility for local adaptations or for teachers to experiment with new approaches. The content might be irrelevant to the reality in which the students live, and therefore inaccessible and unmotivating. The curriculum might also be gender biased and degrading.

Research on inclusive education in a number of centres of learning around the world suggests some key elements for curricula that seek to ensure more inclusive education. These include:

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<sup>7</sup> UNESCO, 1999: “From special needs education to education for all”, a discussion document, Tenth Steering Committee Meeting, UNESCO, Paris, 30 September-1 October 1998. Unpublished manuscript.

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- defining broad common goals for all, including the knowledge, skills and values to be acquired;
  - developing a flexible structure to facilitate the diversity and providing diverse opportunities for practice and performance in terms of content, methods and level of participation;
  - conducting assessment based on individual progress;
  - acknowledging cultural, religious and linguistic diversity of learners; and
  - ensuring that content, knowledge and skills are relevant to learners' context.<sup>8</sup>

#### **4.2.2. Vocational education and training and disadvantaged youth**

Vocational education and training has been seen as a solution to facilitating the transition from school to work for disadvantaged youth. During the 1980s, lending agencies such as the World Bank began to question the effectiveness of large training institutions in delivering vocational education and training (VET), resulting in a decline in investment. Since 1995, the World Bank has increased its lending in this area but directed towards different types of projects with decentralized providers.<sup>9</sup> Accompanying the World Bank's recent growing interest in VET has been a general resurgence of interest. It has been argued that VET offers greater room for manoeuvre in funding skills development where commitment for reform is clearly demonstrated. "Skills development will be seen as part of this focus, alongside general secondary education and other elements of non-advanced provision. Training's proven links to demand will remain crucial and this is likely to ensure a continuing preference for enterprise-based approaches and external training provision that is closely linked to skills demand."<sup>10</sup>

On the negative side, vocational education and training has been criticized for lack of attention to inequities, particularly gender. The large vocational education and training institutions of the past focused exclusively on male skill areas and few girls went on to study vocational subjects, other than those "feminine" skills for lower paid jobs, such as childcare, secretarial or domestic work. The same factors that prevent disadvantaged youth from staying on or joining secondary school affected their participation in these formal training courses: traditional trainers, lack of time, distance from home, and above all, the bias within the institution as a whole. Even where quotas have been established to encourage disadvantaged youth to take up technical subjects, the obstacles have often resulted in places being unfilled. Good counselling and guidance services could play an important role in encouraging young disadvantaged youth to embark on these subjects. In addition, the widespread emphasis within vocational education and training institutions on providing training for jobs in the formal economy has meant that disadvantaged young women and men face a double challenge: surviving the training course as well as trying to move out of the informal economy, where they have traditionally worked.

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<sup>8</sup> UNESCO, 1999(b): *Welcoming schools. Students with disabilities in regular schools*, Paris.

<sup>9</sup> World Bank Group, 1999: *Education sector strategy*, the World Bank, Washington, DC.

<sup>10</sup> J. Middleton, 2000: "Emerging World Bank concerns in post-basic education", in *Poverty, growth and skills development: A focus on Latin America*, a report by the Working Groups for International Co-operation in Skills Development, Washington, DC, Mar. 2000.

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The World Bank has taken the lead amongst donors in determining and promoting recent strategies within vocational education and training. Many donors have approached the issue from the technical standpoint, i.e. lack of appropriate skills, rather than beginning with a consideration of gender relations in the labour market or of young women and their needs. In particular, the move towards on-the-job training and involving the private sector in provision of VET has not necessarily furthered young women's interests. Women are already under-represented in formal economy employment, particularly in the more skilled positions where the training opportunities might exist. Employers see young women as a poor investment for training: they may get married and leave, or become pregnant and take expensive maternity leave. Where the employee is expected to take a loan to finance training, women are less likely to take this risk because of their uncertain job prospects. Similarly, women are generally under-represented in associations and trade unions, so supporting training through these organizations is unlikely to reach many women.<sup>11</sup> The arguments about the obstacles facing young women can be expanded; the same deterrents exist for other groups of vulnerable youth.

Recent attempts by many donors to involve the community in financing and planning for vocational education and training also run the risk of marginalizing disadvantaged youth or focusing only on their traditional areas of work, since it is typically traditional members of the community, with little understanding of the needs of marginalized groups, who make the decisions. Participatory needs assessment is necessary in order to take account of the diverse needs and views of different groups within communities.

The ILO has designed a survey to determine how the education/training system and the aspirations of young women and men meet the demands of the labour market, the perceptions and goals of young people entering the labour market, how they actually conduct their job search, the influence of the family in choice of occupations, whether they prefer wage or self-employment, the barriers to and supports for entry into the labour market, attitudes of employers towards hiring young workers, how young people view work, marriage and family responsibilities, and the gender differentials – especially why it is harder for young women than for young men to make the transition from school to work.<sup>12</sup> The survey is designed to capture the views of female and male interviewees from five target groups: in-school youth, jobseekers, young employees, young self-employed and own-account workers, and employers and managers of young people. This provides an important starting point for assessing the needs of young people and the programmes available to facilitate the transition from school to work for disadvantaged youth.

### **4.2.3. Enterprise training and disadvantaged youth**

Enterprises have the ability to provide practical, on-the-job skills that meet the immediate demands of the market. But because enterprise training tends to be job-specific, it often focuses on better skilled workers, and does not necessarily enhance the individual's flexibility and labour market mobility. It tends to be uncertified and non-accredited. It may also ignore training needs that have long-term strategic importance to the economy as a whole or to the career objectives of individuals, focusing on the needs of the enterprise.

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<sup>11</sup> F. Leach, 2000: "Gender implications of development agency policies on education and training", in *International Journal of Educational Development*, Vol. 20, Issue 4, pp. 333-347.

<sup>12</sup> The school-to-work transition survey is part of the ILO Gender Promotion (GENPROM) Programme, Series on Gender in the Life Cycle. The survey has been conducted in Viet Nam and Indonesia and is currently being replicated in Bahrain, Jordan and Sri Lanka.

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Enterprise training tends to exclude the unemployed; the self-employed; and informal sector workers; and, by association, disadvantaged youth.<sup>13</sup>

Employers' organizations can play an important role in influencing training policy and governance, drawing attention to the need for long-term investment in continuous training and encouraging learning within enterprises, promoting the inclusion of disadvantaged youth in these training schemes.<sup>14</sup> The Irish Business and Employers' Confederation (IBEC), for example, runs the *Business and Education Links Programme*, which brings businesses and secondary schools together to provide learning experiences to prepare young people for work. The support of IBEC assists in encouraging employer involvement for the benefit of schools and communities. The programme emphasizes and facilitates partnerships between businesses and schools, through meetings, visits, and operating "mini companies". IBEC organizes the initial matching of businesses and schools, publishes programme materials, provides and compiles evaluations, undertakes ongoing research and programme improvement, runs an Internet site, assists in networking, publishes a supporting newsletter, undertakes workshops to support programme operation at a local level and provides completion certificates.<sup>15</sup>

Enterprises continue to play a critical role both in the pre-employment training of youth through informal and organized apprenticeship and on-the-job training, while voluntary non-profit agencies have focused efforts on training the most disadvantaged. The role of the private sector in the provision of skills has been largely overlooked in official policy making, as has the contribution of vocational education and training institutions operated by enterprises. Private sector institutions can respond quickly to changing requirements and can readily adapt their curricula, while public vocational education and training institutions tend to suffer from rigid regulatory frameworks, a lack of accountability, entrepreneurial know-how and capital to respond to demand quickly and adequately to the needs of the market.

According to the ILO, in developing countries large modern sector enterprises employ only a small fraction of the workforce; the bulk of the labour force is beyond the reach of enterprise-based training programmes. In the industrialized countries, large enterprises employ fewer and fewer people, and growing numbers of vulnerable young men and women have little or no access to training opportunities. Targeted government-sponsored training schemes are often the only opportunity available to these groups.<sup>16</sup>

#### **4.2.4. Voluntary sector training and disadvantaged youth**

The non-profit voluntary sector has the advantage of being able to reach the grass-roots level effectively, even in remote areas, and to provide access to training for the poorest and most disadvantaged population groups. These areas and groups tend to be of little interest to most enterprises and cannot be easily reached by mainstream public

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<sup>13</sup> OECD, 2003: "Towards more and better jobs", in *OECD Employment Outlook*, Chapter 5 for an overview of employer-provided training.

<sup>14</sup> ILO, 1998: *World Employment Report 1998-99*, "Employability in the global economy: Why training matters".

<sup>15</sup> www.ibec.ie, as cited in ILO, 2001: *Meeting the youth employment challenge: A guide for employers*, Geneva.

<sup>16</sup> ILO, 2000: *Training for employment: Social inclusion, productivity and youth employment*, Report V, International Labour Conference, 88th Session.



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providers. NGOs, for example, have played a positive role in developing supported employment,<sup>17</sup> including job coaching, which has impacted on opportunities for youth with disabilities.

However, voluntary agencies often provide training with little or no impact. Public policy needs to support enhanced capacity building in the voluntary training sector. There are several examples of “good practice” in skills training, which provide short, intensive, relevant training to youth in remote or disadvantaged areas (see Appendix 3 and section 5).

### **4.3. Addressing the weaknesses of education and training for youth at risk**

What we can conclude from this discussion is that, broadly speaking, formal, informal and non-formal education and training<sup>18</sup> are considered to be the most effective preventive interventions to improve the employability of all youth. It empowers individuals by opening up avenues for communication that would otherwise be closed, expands personal choice and enhances control over their environment and is a prerequisite for the acquisition of many other skills. It gives people access to information and equips them to cope better with work and family life. It strengthens their self-confidence to participate in community affairs and influence political issues. Education and training gives disadvantaged youth the tools they need to move from exclusion to full participation in their society.

In order for all youth to take advantage of the opportunities that arise from education and training, several weaknesses must be addressed. The World Programme of Action for Youth lists three main concerns regarding the current systems of education in the world. The first is the inability of many parents in developing countries to send their children to school because of local economic and social conditions. The second concerns the poor educational opportunities for the more disadvantaged subgroups of youth: girls and young women, migrants, refugees, displaced persons, street children, indigenous youth, minorities, young people in rural areas and young people with disabilities. The third concerns the quality of education, its relevance to gainful employment and its usefulness for assisting young people in the transition to full adulthood and active citizenship, as well as to nurture their idealism and creative thinking so that they may become agents in creating their own future.<sup>19</sup>

Several national programmes have been initiated to challenge the restraints of mainstream education and training systems.<sup>20</sup> One successful example of this is the *Chile*

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<sup>17</sup> Supported employment is defined by law and regulation as paid work in integrated work settings, with ongoing support services, for persons with severe disabilities. It originated in the United States as an alternative to traditional rehabilitation programmes. See A. O'Reilly, 2003: *The right to decent work of persons with disabilities*, IFP/SKILLS Working paper No. 14, ILO, Geneva.

<sup>18</sup> For a discussion of the differences between formal, non-formal and informal education and training, see UNESCO, 2000: *World Education Report 2000*, “The right to education: Towards education for all throughout life”.

<sup>19</sup> “Asia and the Pacific into the 21st century: Prospects for social development”, Theme Study of the 54th Session of ESCAP, 20-28 April 1998.

<sup>20</sup> See, for example, the Promotion of Vocational Training Programme in Burkina Faso; the Ethio-German Technical and Vocational Education and Training Programme in Ethiopia; and the modernization of the apprenticeship system in Guinea, all projects to implement variations of the German dual system of training in developing countries. See also the University of Cooperative Education in Germany. Overviews of all these programmes appear in Appendix 3.

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*Joven Programme* for the occupational training of young people (see box below and Appendix 3, p. 86), established in Chile the early 1990s. Its success has led to the adoption of variations of this model in Argentina, Colombia, Peru and Uruguay.

**Innovative national initiative: Chile Joven Programme**

The National Service for Training and Employment (SENCE) is in charge of the coordination and operation of Chile Joven, whose primary objective is to increase the probability that unemployed youth from families with low incomes and youths who face difficulties of social and economic integration in Chile, can be inserted into the job market through job training. The programme includes various complementary, flexible sub programmes that expand the options available to young people: an on-the-job training and work experience component, a two-track learning component and a self-employed workers' component.

The basic service offered to users consists of a training and occupational practice package. The training component is aimed at attaining a semi-skilled level in specific trades, and depending on differential strategies for certain target groups, may be supplemented by training in certain psycho-social abilities, remedial training for basic skills, information on the labour market, etc.

The labour practice component has to be carried out in a firm or enterprise specially engaged for that purpose by the executing unit according to the trade imparted. The enterprise assumes a tutoring role under the supervision and responsibility of the executing unit. In some variants, oriented towards self-employment, this internship is replaced by the supervised implementation of an independent productive project.

One of the main characteristics of the programme is that it is highly decentralized and relies on over 1000 training providers (including private training centres and non-profit organizations), which undergo public bidding for training contracts in order to promote competitive pressure to maintain quality and cost management. A market of training agencies, specialized in the training of youth from low-income backgrounds, has been created. The Ministry of Labour signs execution agreements with training providers and evaluates both the courses and the job placements. The programme relies heavily on employers to provide in-house work experience; therefore, current, relevant information on employer demand is available. This means that training can be readily adapted to local labour market demand.

The training and occupational practice process normally lasts about six months (from 200 to 300 hours' training and two to three months of work practice, although in some variants of the Chilean case training reaches up to 420 hours). During their enrolment in the programme, students get a maintenance and transportation subsidy. Usually the subsidy is about 50 per cent of the minimum wage in force. The firms that offer their production plants for occupational practice are not obliged to remunerate trainees or develop any labour responsibilities towards them. Nor are they obliged to give them employment subsequently.

The programme's implementation involves numerous actors, both public and private, ranging from the Ministry of Labour to entrepreneurs with a commitment to the training and employability of young people. The applicable rules of the game are competitive, so that even applying to the programme requires young people to exert their own efforts and initiative from the outset. The programme targets young people with medium and low levels of education, and assessments are made of the subsequent labour market participation of the beneficiaries.<sup>1</sup> The programme has benefited over 200,000 disadvantaged youth since 1991. The model has been reproduced in Argentina, Colombia, Peru, and Uruguay.<sup>2</sup>

<sup>1</sup>ILO, 2003: "Revision of the Human Resources Development Recommendation", CD-ROM. <sup>2</sup>"Programmes for the training and employment of young people in Latin America", Paper, Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR), <http://ilo.law.cornell.edu/public/english/region/ampro/cinterfor/publ/sala/poldevin/index.htm>.

Preparing young people for the job market is a critical task for all modern societies. Governments play a central role in this process primarily by operating the public education and training system but also through programmes aimed directly at linking young people to employment. Most countries are trying to achieve two distinct, though related objectives. The first is to give all young people the opportunity to attain their career potential while meeting the demands of the labour market. The second is to minimize the number of youth who experience long-term joblessness or poor career outcomes. Critical to a nation's success in achieving both goals is an effective education and training system for all young people, as well as sound programmes targeting structurally unemployed and economically disadvantaged young people.

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Many countries face major challenges in dealing with economically disadvantaged youth. The OECD reports that “a hard core of young people experience prolonged periods of unemployment or joblessness interspersed with spells of low-wage employment ... characterized by multiple disadvantages, e.g., they often come from poor families, unstable family backgrounds, live in communities with high overall unemployment, tend to perform poorly in school, and often drop out of school early”. About one in five unemployed youth live in households with no one else working.<sup>21</sup>

The high rates of joblessness of disadvantaged youth have serious social as well as economic implications. Concentrated poverty adds to the problems partly by weakening the ability of schools to raise educational outcomes.

The size of the at-risk pool depends partly on the ability of the mainstream education and training and labour market systems to integrate the majority of youth into constructive careers. Since early adverse experience in the labour market has long-term negative effects, a weak initial preparation system ends up adding to the costs of second chance programs. The presence of scarring effects from early failure in schooling and the labour market underlines the importance of school-to-work policies and programmes.

For these reasons, we must view initiatives aimed at helping disadvantaged youth in the context of the normal pathways through schooling and the labour market. The severity of the problems of the typical young person and of disadvantaged youth varies across countries. In countries that provide quality pathways for young people not completing university degrees, the transition to careers and adulthood are smooth and the youth unemployment rates are low relative to adult rates. These countries are able to focus on whatever residual problems remain for selected groups of young people and make only modest improvements in their existing school-to-work systems.

In high-unemployment countries the government must concentrate on broad policies that affect a large segment of the youth population. Demand measures are common as these countries try to reduce the extremely high levels and duration of their youth unemployment. Some countries provide weak pathways to productive careers outside the university framework, demonstrating no real concern with the plight of at-risk youth.

There is a need for broad reforms in the school-to-career transitions and vocational education and training. It is also essential to deal with at-risk students as early as possible and continue to experiment with targeted programmes for disadvantaged youth.

Many young people, despite tremendous obstacles, whether they result from economic hardship or discrimination, can and do follow the mainstream system and make the transition from school to work. The majority does not. Generally speaking, education and training systems are not responsive to diversity. Innovative practices, which challenge the barriers to learning, focusing on groups vulnerable to marginalization and exclusion are essential. The following section addresses these concerns and others through an examination of training projects, which have successfully targeted and assisted young women and men who face tremendous obstacles in the transition to work.

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<sup>21</sup> *OECD Employment Outlook*, 1999.

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## 5. Skills training for disadvantaged youth: Good practices

The Youth Employment Network (YEN), a partnership between the United Nations, the World Bank and the ILO, was created within the framework of the Millennium Declaration to bring together leaders in industry, youth and civil society representatives, and policy-makers to explore imaginative approaches to the challenges of youth unemployment. It concluded that, in order to break the cycle of poor education and training, poor jobs and poverty:

All countries need to review, rethink and re-orient their education, vocational training and labour market policies to facilitate the school-to work transition and to give young women and men – particularly those who are disadvantaged because of disabilities or who face discrimination because of race, religion or ethnicity – a head start in working life. Young women and men also need a set of “core work skills” such as communication, problem solving and teamwork skills to develop their employability and prepare them for work in the knowledge and skills based society.<sup>1</sup>

Clearly this is the direction that policies should be headed.<sup>2</sup> In the meantime, there are many groups or subgroups of youth who are currently prohibited by the system or, despite policy changes, will not be able to access mainstream programmes. This section addresses the challenge of these young women and men.

In developing countries about one third of children drop out before the completion of primary school, leaving many adolescents and youth at the margin of the education and training system. The result is that young people are often not in the position to acquire marketable knowledge and skills in the formal system. In this context, the early consultations on the youth strategy conducted by the World Bank point to the high priority given today to the development of non-formal education and training opportunities, in youth friendly venues and through decentralized mechanisms that can better capture the skills needs and work opportunities of local youth communities.<sup>3</sup>

A statement on *The education of young people* prepared by a coalition of non-formal education and training youth organizations emphasized the importance of non-formal education to support young people in: obtaining essential life skills; strengthening self-awareness and self-confidence; developing a sense of identity; and learning to value cooperation and teamwork. On a similar note, the European Youth Forum, currently the most influential youth umbrella in the European Union, highlights the shortcomings of the current formal school system “in terms of [its] existing aims and future needs” and the need for non-formal education provided by youth organizations.<sup>4</sup>

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<sup>1</sup> Secretary-General’s Youth Employment Network (YEN), *Finding decent and productive work for young people everywhere* (Promoting Employability by Improving Knowledge and Skills).

<sup>2</sup> See O’Higgins, 2001, for a discussion of education and training policies to tackle youth unemployment.

<sup>3</sup> G. La Cava; P. Lytle, 2003: *Youth: Strategic directions for the World Bank*, ECSSD.

<sup>4</sup> *The education of young people: A statement at the dawn of the 21st century*, presented by the Chief Executive Officers of the World Alliance of Young Men’s Christian Associations, World Young Women’s Christian Associations, World Organization of the Scout Movement, World Organization of Girls’ Guides and Girls’ Scouts, and the International Federation of Red Cross and Red Crescent, p. 4.

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Alternatives to formal education and training systems tend to tackle those who fail to make the transition from school to work, i.e. unemployed youth. Active labour market policies (ALMP) have been the most common response by Western governments to youth unemployment, in particular launching “second chance” programmes for youth who have lost their jobs to try to enhance employability. Most youth-related policies today involve training, subsidized employment and public work. Fewer countries, however, have adopted a preventive strategy based on a greater integration of school and work and aimed at easing the entry into the labour force before youth encounter obstacles. While most ALM policies initially focused on facilitating entry into wage employment, there has been a growing interest in the promotion of youth entrepreneurship and income generation as a means of mitigating joblessness.<sup>5</sup>

When conceptualizing youth and their education, training and employment needs, it is important to note that youth are not a homogenous group. Experience shows that unless the specific exclusion mechanisms and specific needs of individual marginalized groups are explicitly identified, the related strategies and programmes miss their specific target. A category such as “vulnerable youth”, though useful at certain levels of analysis, becomes an obstacle when it hides essential differences in the hurdles faced by various vulnerable groups and subgroups and, therefore, their inclusion in the education and training programmes.

The significance of recognizing subgroups lies in comprehending the special needs of a particular youth group, and especially those of vulnerable groups, without, necessarily, dividing them into separate categories. Obviously, individual youth can belong to a number of subgroups; for example, a youth can be female, rural and disabled at the same time. It is beyond the scope of this paper to take up the needs and issues of all subgroups of youth individually; this section pays attention to the diversity throughout the discussion.

Skills training programmes for disadvantaged youth must address the obstacles highlighted in section 4. There are numerous training projects designed for disadvantaged youth – those who do not make the transition from mainstream education and training to work, yet want to. These include young women and men who suffer disadvantage in access to training, face discrimination to entry or have not successfully made the transition (e.g. school dropouts) or are at risk. They range from large programmes to revamp the existing training system so they reach more young people to small grass-roots projects directed at the community level.

This paper includes approximately 50 projects, which have been successful in addressing the unemployment and underemployment of disadvantaged young women and men.<sup>6</sup> Not all of the projects were designed exclusively for disadvantaged youth, but they constituted one of the target groups. Youth has been defined differently in some of the projects (i.e. outside the 15-24 year range set by the United Nations) based on circumstance at the time and/or place they were implemented. Many of the good practices that have been included here pay special attention to the needs of young women.

These “good practices” have been analysed to determine key features that recur in numerous projects. Unfortunately, the information is limited in a number of projects and

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<sup>5</sup> A. Kolev: “Addressing the problem of youth labor market exclusion in south-east Europe: Evidence and practices”, draft as cited La Cava and Lytle, 2003.

<sup>6</sup> Over 175 projects were reviewed for this Working Paper; 50 met basic criteria. The majority of the projects do not have all the features of good practices in skills training, but sufficient to warrant its inclusion. The review results from a desk search and the ILO library; English and some French language documents only.

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extensive follow-up on several of these is essential to determine the extent and nature of the features. The list of key features is not exhaustive but reflects those that recurred in many of the successful projects.

The aim of this section is to highlight the key features of “good practices”, not to concentrate on the subgroups of youth, partly because the groups are often too diverse, ranging from school dropouts to youth with disabilities. Understanding the key features is fundamental in understanding the relevance of skills training to empowering disadvantaged young women and men. For those seeking to address the needs of vulnerable youth, these features help set the stage in the design of projects and programmes.

## 5.1. What makes training for disadvantaged youth good?

Close examination of numerous projects that have had a positive impact on young women and men lead to the development of several criteria for determining what makes a training practice for disadvantaged youth good. This list is not exhaustive but reflects broad categories and guidelines to be followed in order to maximize the opportunities for success.

### Criteria for determining what makes a training practice for disadvantaged youth “good”

1. **Innovative:** It has unique characteristics, which address the weaknesses in other training practices in addressing the disadvantaged youth; appeals to the interest of all stakeholders.
2. **Feasible:** It can, realistically, be implemented; there is sufficient support, funding, capacity.
3. **Gender sensitive:** Young women as well as young men are given a voice in all aspects of the development, implementation and follow-up of the practice to ensure that their interests are taken into account.
4. **Responsive:** The practice is consistent with the needs identified by young women and men; it has involved a consensus-building approach; it is responsive to the interests and desires of the participants and others.
5. **Relevant:** The practice contributes, directly or indirectly, to demands of the market and the needs of the participants.
6. **Ethical:** It is consistent with principles of social and professional conduct; it operates in accordance with international labour standards.
7. **Effective:** The practice actually makes a difference in addressing youth employability; the impact has been measured either formally or otherwise; the impact evaluation has been documented and made available to interested parties.
8. **Efficient:** Resources (human, financial, and material) are used in a way that maximizes impact.
9. **Sustainable:** The practice can continue after its initial piloting; its benefits, to the individual, the community, the economy and/or the society, are likely to continue to be effective over the medium to long term.
10. **Replicable:** The practice can be replicated in other situations or settings; it can be adapted to be useful in other situations or settings; some elements of a practice are useful for other programmes.
11. **Upscaleable:** The practice can be expanded to operate on a wider level (e.g. from community level to national level).

Note: The majority of the features arise from an analysis of over 50 successful practices, carried out in the preparation of this working paper. Some of these criteria have been adapted from *Good practices: Gender mainstreaming in actions against child labour*, International Labour Office, International Programme on the Elimination of Child Labour, Geneva, Dec. 2002, and modified to accommodate the unique features of training programmes for disadvantaged youth.

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## 5.2. Key features

In order to meet the criteria laid out above, key features have been identified to guide the development of good training practices for disadvantaged youth (see figure 7) These include data collection and mapping of marginalized populations; the training component; needs-based assessment; coordination, cooperation and commitment; labour market and social support services (including vocational guidance and counselling); financial support mechanisms; information sharing and awareness-raising; and physical infrastructure. It is important to emphasize that all aspects of the skills development of disadvantaged youth must be gender sensitive and recognize the heterogeneity amongst and between young men and women. Each of these components is discussed drawing upon elements of the good practices identified.<sup>7</sup>

### 5.2.1. Training component

The range of innovative techniques in supplying skills training is varied. Clearly it must address the obstacles identified in the previous section, but how it does this is dependent on numerous factors. These include resources (human and financial), capacity and commitment, among other things.

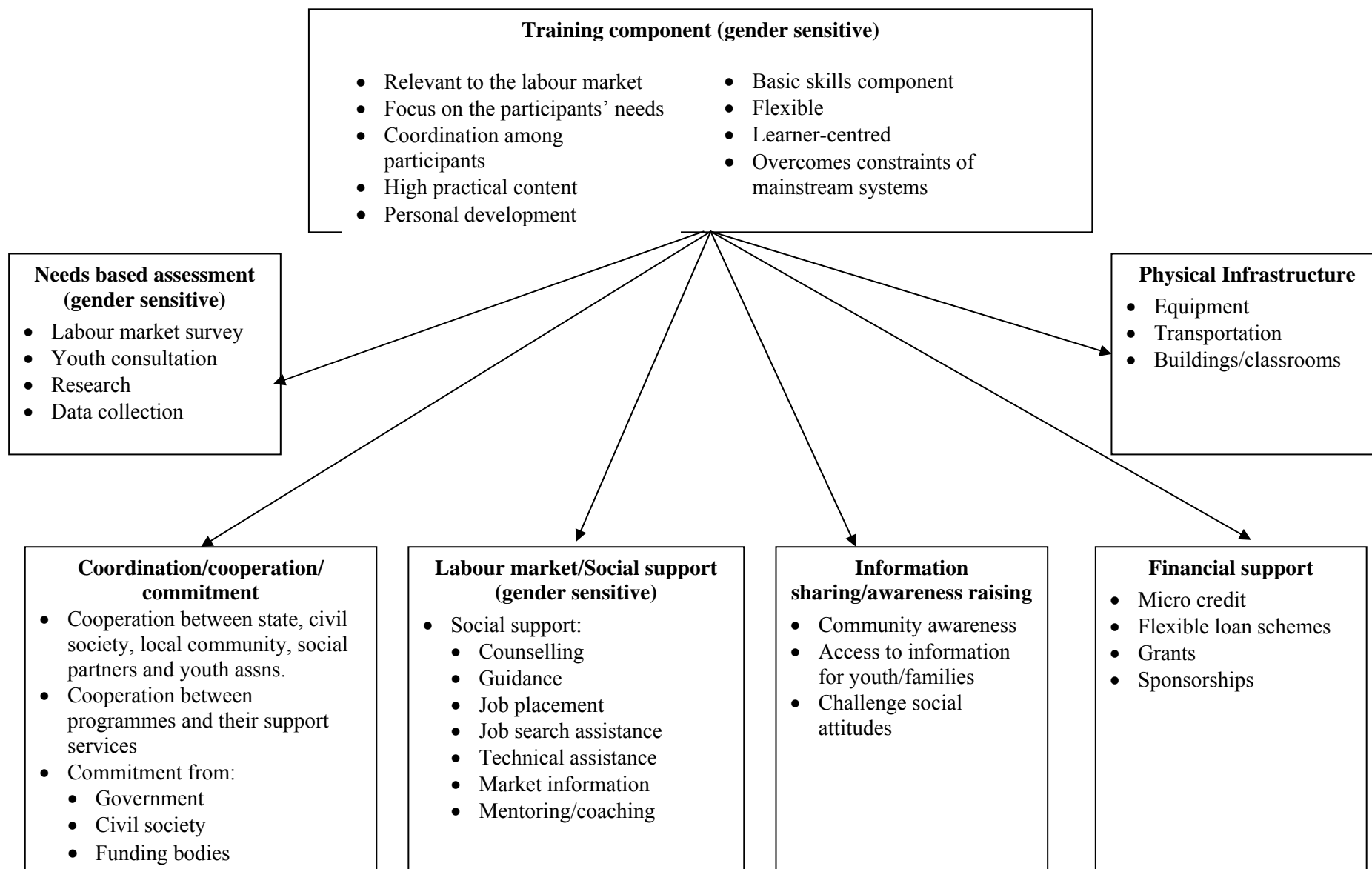
Programmes should focus on the wide range of skills youth need to be successful in the workplace, emphasizing both job readiness skills and job search skills. Job readiness skills cover such things as effective workplace communication skills, including conflict resolution, active listening, negotiation and getting along with co-workers. Job search skills refer to writing a résumé and covering letters, interview skills and networking with employers. These skills help youth feel more confident to go out and find employment as well as more confident and comfortable in resolving issues that arise in the workplace and have a good attitude about work.

Team-building activities that allow young people to bond and teach the importance of working as a team should be included. An on-the-job training component in various work placements in the community is important for both community awareness and establishing future employment contacts. Programmes must be flexible and learner-centred, as they will be catering to youth of differing capabilities, interests and potential. Competent peers to encourage and model responsible autonomy are seen as means by which to motivate young women and men.

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<sup>7</sup> These practices appear, in more detail, in Appendix 3.

Figure 7. Key features of good training practices for youth





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Training, on its own, is often not enough. As youth unemployment remains pervasive in many countries, labour market programmes often target young people. Experience from the United States, suggests that offering only a few services to young people is not sufficient. United States labour market programmes during the past three decades have been widely judged either to have failed or helped only marginally, and did not justify the cost. Only the Job Corps Program, a high-intensity, high-cost residential programme involving considerable remedial education and occupational training, made significant gains in employment and earnings, while society enjoyed substantial net benefits over costs. Similar programmes in France, Sweden and the United Kingdom, which covered large proportions of the teenage labour force, also improved the subsequent employment rates of participants. The programmes with the best results usually involve employer sponsorship of job training or work experience. However, programme participants tend to displace, on a large scale, regularly employed adults and young people. This displacement effect greatly reduces, if not cancels, the employment benefits of the programme as a whole.<sup>1</sup>

Many labour market programmes for young people have been of poor quality and under-funded. Such programmes merely put pressure on young people to accept poorly paid pseudo-employment in the guise of work-based training, where employers have little interest in offering real training. The growth of youth “workfare” (mandatory work for benefits) may also have contributed to inactive youth joblessness in some countries. Many young people accept lower pay during, and even after, participation in labour market programmes, but others opt to drop their claim to public benefits, leaving the labour force and supporting themselves from other sources – family, informal, sometimes illegal – rather than enter the low-quality, ill-paid public programmes on offer.<sup>2</sup>

### **5.2.2. Needs assessment (gender sensitive)**

The importance of conducting accurate focused, gender-sensitive needs assessment before engaging in the design, and production and/or implementation of a training programme cannot be understated. Too often programmes are put in place, which do not meet the needs, or do not even reach the intended beneficiaries. It is important to identify the important issues, obstacles, targets and strategies. In order to ensure that the programmes are responsive, relevant and ethical needs assessment must be conducted.

Needs assessment takes on many forms and levels of complexity. The approach is dictated by a number of factors such as availability of information, funding and capacity. It can entail a research study, which describes a particular situation with enough clarity to recommend solutions that will have a positive effect on the target group or a labour market analysis dependent on the data available. It is paramount that conducting a needs assessment for disadvantaged youth includes extensive consultation with individual youth and/or their organizations. Throughout the process one must be aware of the different circumstances, needs and strategies of disadvantaged young women and men.

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<sup>1</sup> J.J. Hechan; R.L. Roselius; J.A. Smith, 1994: “US education and training policy: A re-evaluation of the underlying assumptions behind the ‘new consensus’”, in L.C. Solmon and A.R. Levenson (eds.): *Labour markets, employment policy and job creation*, Boulder, Westview Press; and P. Ryan; C. Büchtemann, 1996: “The school-to-work transition”, in G. Schmid; J. O’Reilly and K. Schöman (eds.): *International handbook of labour market policy and evaluation*, Cheltenham, Edward Elgar.

<sup>2</sup> P. Ryan, 1999: “Youth employment and training”, unpublished paper prepared for the ILO (Oct.).

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The *Enhanced Education and Training Programme of Uganda Veteran's Assistance Board (UVAB)* (see Appendix 3, p. 91) project illustrates the importance of assessing the labour market situation and using the outcomes to direct the project. The main goal of the project was to demobilize and resettle veterans and their families and to facilitate their social and economic reintegration into peaceful, productive, sustainable civilian life. The specific objective of the project was to provide veterans with skills to facilitate their reintegration into gainful employment. Recognizing the importance of assessing the labour market, UVAB conducted three important studies: a socio-economic profile of soldiers to identify the capabilities, needs and expectations of the target groups; an analysis of the opportunities available for veterans for training, employment and access of credit programmes in the areas where they were settling; and the examination of institutional requirements to determine the programme implementation structure.

As a result of the research conducted, it was determined that: there was a need to link demobilized veterans with other agencies and governmental departments of labour and education, potential employers, NGOs and training institutions; the training to be provided should be "demand-driven"; trauma counselling for young combatants was essential to their reintegration into civilian life; and a need to specially target female veterans and veterans' wives who may become further marginalized in civilian life. Young women were, thereby, granted preferential access to credit and gender-sensitive vocational education and training was included in the planning of the programme.

Consulting individual youth and/or their organizations provides insights on the constraints that face disadvantaged youth and the range of needs of individuals and groups of individuals. Two training projects for disadvantaged youth in the United States demonstrate how a broad range of options can be developed to accommodate the differing needs identified through consultation with the individuals concerned.

The aim of the *Baltimore Youth Opportunities Program, "Career Connections"* (see Appendix 3, p. 83) project was to increase the long term employability of young people in the Baltimore area by creating a systemic approach to youth services, offering a broad array of coordinated resources and activities, and helping each young person design and negotiate a career path. The system is predicated on a youth development concept that recognizes the strengths and talents of each youth and builds upon them. Career plans reflecting each young person's unique interests, abilities and aptitudes, are developed based upon extensive consultation with individual young women and men.

The *Youth Employment and Training Programme* (see Appendix 3, p. 146) seeks to develop a comprehensive programme of training, counselling, employment, and educational services to assist at-risk youth in danger of dropping out of high school to make the transition from school to work. The programme aims to increase motivational skills, and through job training, increase employability skills to improve their marketing skills for the local job market. The participants in the school-to-work programme receive a broad array of services, including pre-employment activities, career and aptitude assessments, individual counselling on goals and objectives, motivational workshops, life skills training and remediation, work experience, and internships in careers that best fit their interests and career goals.

A project developed in the United Kingdom to facilitate the social inclusion of young refugees and asylum seekers is an interesting example of an innovative approach to enabling young people to articulate their needs. The project built on existing information on the practical needs of refugees but acknowledged and addressed the specific needs of young refugees. The impact was much greater and long term as a result. The information collected from this group of young people proved useful to other voluntary organizations to assist young refugees and asylum seekers (see box below).

**Name of the project: Action Research Grants Programme**

**Objectives/aims:**

- to identify the causes and effects of social exclusion experienced by young people;
- to fill the gaps and limitations of current service provision in reaching excluded young people;
- to develop innovative approaches in enabling young people to articulate their needs and to participate in the planning and evaluation of services;
- to increase awareness of young peoples' needs and enhance the capacity of service delivery organizations to work more effectively with young people;
- to incorporate the young refugees into their programmes and also to help them in becoming welcome and valued members of the community.

**Needs-based assessment:** Recognizing that many organizations have assessed the needs of refugees with respect to practical care arrangements, this project helps to assess ways in which voluntary organizations can help refugees to improve their skills and enrich their self-development which will help them to become motivated, confident, and independent and contribute to society. The programme developed innovative approaches in enabling young people (disadvantaged youth and refugees) to articulate their needs and to participate in the planning and evaluation of services.

**Impact:**

- The programme reached youth from diverse fields including youth with disabilities, minority ethnic youth groups, homeless youth, young offenders, disadvantaged youth, and youth facing mental health difficulties.
- The Action Research Programme provided young people with opportunities and focused time for issues-based work.
- It assisted young people in developing their skills for participation and "citizenship", and enabled them to diversify their experience and interests.
- The programme acted as a catalyst for organizational development and learning in relation to joint work with, and links between, agencies.
- It facilitated diversification and development of staff skills.

The *Holland Committee on Southern Africa (HCSA) Project* (see Appendix 3, p. 96), which aims to facilitate employment opportunities of school leavers, conducted an extensive review of the problems of school leavers before developing the project. Interviews were held with community development organizations and former HCSA teachers to explore the extent to which programmes targeting school leavers were being implemented. The final project document found that there was no comprehensive programme to deal with the problems that hinder school leavers' entry into the labour market. As a result, a pilot project proposal was designed to offer school leavers the opportunity to get work experience, through on-the-job training, as preparation for working life. In order to help ensure success in this project, numerous groups were consulted to gain the maximum knowledge on the problems faced by the school leavers as well as the ways the problems had been addressed in the past.

The range of examples presented here is meant to demonstrate the importance of conducting needs assessment before embarking on a project as well as the different methods available to determine the needs of potential beneficiaries. The methods are not exhaustive, but given the heterogeneity amongst youth, indicate that one method is insufficient and/or inappropriate.

### **5.2.3. Coordination/cooperation/commitment**

Coordination, cooperation and commitment amongst stakeholders are key aspects in sustaining, retaining and upscaling training initiatives for disadvantaged youth (see "Criteria for determining what makes a training practice for disadvantaged youth 'good'",

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section 5.1). The State, civil society, the social partners, youth organizations and funding bodies must be involved in all stages of the initiative – from its design, its implementation to its evaluation. Cooperation between programmes and their support services facilitate the transition, while commitment from the State, civil society and other funding bodies help to ensure that programmes can be established initially, and upgraded or replicated if appropriate.

The *Vocational Training: The Mubarak-Kohl Initiative* in Egypt (see Appendix 3, p. 105) is a large-scale project that aims to institutionalize the dual system of training and practice and the concept of joint public-private management and cost sharing in all technical education countrywide. In order to meet this objective, pilot projects were established to demonstrate the opportunities and challenges of the dual system, to gain knowledge on the local adaptability of the system and to encourage the private sector to participate (i.e. internships, funding and management).

The *Baltimore Youth Opportunities Program*, referred to above, involved the entire community, parents, faith-based institutions, local schools, neighbourhood associations and youth themselves in building, guiding and maintaining the programme. As a result support has been committed to provide opportunities and guidance for the youth programme and employer partners have been established. Community Advisory Boards have been created to provide input and recommendations and to review outcomes and promote accountability. This grass-roots support has been instrumental in ensuring sustainability, retainability and upscalability.

#### **5.2.4. Labour market and social support services (gender sensitive)**

Gender-sensitive social support networks, during and following training, facilitate the *responsitivity, efficiency and effectiveness* of training practices for youth at risk (see section 5.1). Many young people and their families need support services to gain knowledge of the training resources available, how to access them, alternatives to mainstreaming and information on the job market, writing a résumé, amongst other things. The range of possible support services is endless but the most common tend to be: career counselling; guidance; job placement; mentoring/ coaching; technical assistance; and provision of market information.

Numerous examples of the range of services needed become evident upon examination of the needs-assessment component of projects designed for severely disadvantaged youth including orphans, teen parents and indigenous youth.

Upon conducting extensive interviews with school dropouts, the *Youth Opportunities Project (YOP)* identified many obstacles in the transition from school to work (see box below). As a result, a mentoring system was put in place to address social and emotional concerns as well as training needs. The impact of this approach was far-reaching. Participants' self-esteem and disciplinary records improved noticeably. Of the in-school youths, the overwhelming majority improved their attendance records to that of other students and over 70 per cent of participants advanced to the next grade level or on to higher education. All of out-of-school clients received word processing and bookkeeping instruction and the overwhelming majority achieved all of their vocational goals. The employment counselling and job placement services attached to the project were successful in placing the majority of young men and women in jobs or apprenticeships.

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**Name of the project: Youth Opportunities Project (YOP)**

**Objectives/aims:** YOP clients reported that the greatest life obstacles they face are associated with transportation, day-care services, lack of respect from others, peer pressure, lack of parental support, poor study habits, need for tutoring, lack of self-discipline, hostility, rejection, teen parenthood, delinquency, and lack of friends. Many of these obstacles fall under the social and emotional realms of development. The kinds of developmental support that youths get from their relationships with mentors are in direct response to these expressed needs.

**Social support:** Youths worked with counsellors and staff to form productive mentoring relationships. Working with YOP counsellors and occasional travel activities help to seal the mentoring relationships between clients and the staff and counsellors. Youths who participate in YOP form developmental relationships with staff members and volunteer mentors. The developmental support model created through these relationships addresses the physical, cognitive, social, and emotional aspects of the youth's development and facilitate their transition to work and independence.

The importance of support services for disadvantaged youth is, once again, clearly demonstrated in the *Youth Employment and Training Program* in the United States (see Appendix 3, p. 146). The aim of the project is to develop a comprehensive programme of training, counselling, employment and educational services to assist youth at risk of dropping out of high school make the transition to work. The programme aims to increase motivational skills and, through job training, increase employability skills and improve their marketing skills for the local job market. The participants in the school-to-work programme receive a broad array of services, including pre-employment activities, career and aptitude assessments, individual counselling on goals and objectives, motivational workshops, life skills training and remediation, work experience, and internships in careers that best fit their interests and career goals.

These types of projects clearly recognize the range of obstacles that must be overcome by many disadvantaged young men and women. These obstacles are even greater in the groups targeted in the next three examples: orphans, young people in war and indigenous youth.

The *Appui à l'introduction de la Formation Professionnelle par Alterance (AIFPA)* (see Appendix 3, p. 71) project was designed to offer young people from Côte d'Ivoire training projects that respond to the requirements of the labour market and the economic development of the country – to “teach them a job”. Due to security reasons experts were recalled from projects, but commitment to the objectives lead to a cooperative effort to continue the training through “distance coaching”. A system of advisory services, provided by experts operating from neighbouring countries, was established. Services include dialogue and steering via the Internet and by telephone, and advisory services on specific themes as part of short-term training assignments.

*Family Action Volunteers Romania (FAVOR)* (see Appendix 3, p. 95) recognizes that all government care stops when orphans leave high school and their respective orphanages and many of them end up on the street. Due to a severe shortage of housing and very low wages, it is almost impossible for most orphanage graduates to find a decent place to live, let alone continue to study. The aim is, therefore, to provide a home and vocational training to young female orphanage graduates. In the transitional home, they are trained in various aspects of independent living, while continuing to live in a secure environment. They run the home themselves, receiving instruction in such areas as budgeting, nutrition management, sanitation, workplace-related challenges and how to deal with bureaucracy. Assistance in finding employment and/or get enrolled in further job-training courses is provided as is training in computer skills and English.

Culturally relevant counselling was seen as an important component to assist indigenous Canadian youth to find their way into and through apprenticeships. The *Mamo-Wichi-Hetwin Area Management Board (AMB)* (see Appendix 3, p. 109) involves an

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alliance of caregivers, family, elders, community and peers. The project raises awareness of skills that young men and women can acquire and helps clients to complete their training. In addition, the programme offers individual counselling, pre-apprenticeship training and placement of individuals into apprenticeships.

Rural youth face different kinds of challenges, which were addressed in two interesting ways in remote areas of India. The *Baatchit Project* in India (see Appendix 3, p. 81) sought to address these challenges by empowering rural youth through developing their technological skills for jobs in the labour market, while including career guidance, skills upgrading, latent talent promotion and entrepreneurial skills development in their vocational training programme. The career guidance component created awareness among jobseekers about available career options, job vacancies and facing interviews; assistance with suitable placement was also offered. Another approach, tested in India by the *Bharatiya Yuva Shakti Trust* (see Appendix 3, p. 85), aimed to assist unemployed or underemployed youth 18-35 years to set up or develop a business. The Trust provides each beneficiary with a mentor, on a one-to-one basis in the *guru-shishya* tradition, whereby the teacher not only teaches but also guides and helps develop the disciple. The mentor gives professional advice, maintains regular contact with business, monitors progress, and helps in addressing problems that develop. The importance of culturally relevant guidance and counselling in these projects are evident as well.

### **5.2.5. Financial support**

For many of disadvantaged youth, the main obstacle to education and training is financial. To overcome this, innovative financial support mechanisms such as microcredit, flexible loan schemes and grants must be made available to ease the burden. A World Bank study, looking at the microcredit system in Bangladesh, concludes that micro-finance has tremendous potential as an instrument for poverty reduction, if accompanied by literacy promotion and training to help those who lack the skills to make credit work for them.<sup>10</sup> Using extensive household and programme-level data, this study shows that microcredit programmes are effective in reducing poverty among those poor people who have the requisite skills to become self-employed. Microcredit is a prerequisite for accessing the skills training, yet training is often required in order to obtain the credit. Programmes, which combine the two, increase the chances of being able to take advantage of the benefits. Income-generating training is another alternative, which allows economically disadvantaged youth to be able to enter and complete education and training.

The World Summit for Social Development identified discrimination in access to credit (due to age and inexperience) as a significant barrier for young entrepreneurs. The availability of microcredit to young entrepreneurs is important. Young entrepreneurs often demonstrate initiative and innovative skills to earn their living. The creation of funds and support from financial and other institutions should be encouraged. As it is important for new and young business people to be aware of the problems associated with establishing a business, it would be sensible for some sort of workshop to be arranged to train the young entrepreneurs in the management of their operations.

The *Youth Town, Liberia*, project (see Appendix 3, p. 151), which assists homeless youths to reintegrate into society, provides vocational skills training, trauma counselling and microcredit lending. The project includes a microcredit programme, which extends small loans to returning refugees who organize in small groups to start or improve a small

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<sup>10</sup> Shahid Khandker, Senior Economist in the World Bank's Poverty Reduction and Economic Management Network and main author of the study, *Fighting poverty with microcredit: Experience in Bangladesh*.

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business. The programme targets young women and businesses involving production. The *Informal Sector Training and Resource Network (INSTARN) Programme in Zimbabwe* (see Appendix 3, p. 100) has been successful in promoting traditional apprenticeships, using small business advisors in conjunction with the provision of credit for small businesses, promotion of informal economy associations, and assistance in marketing of informal economy products to the formal sector.

An alternative approach is to provide grants instead of loans, as a one-time benefit, especially for poor young clients, who would be organized in cooperatives so as to avoid individual subsidies. These grants could provide a first exposure for some young people to sustainable business practices, together with capacity building to operate within a cooperative enterprise and mentoring by adult entrepreneurs on how to prepare effective business plans. At a second stage, youth cooperatives would more easily have access to loans through the banking system.

### **5.2.6. Information sharing/awareness-raising**

Access to information on alternative education and training programmes and financial and/or social support schemes for youth and their families is essential in facilitating the transition to work. The *Integrated Promotion of Street Children and Youth at Risk* project in Kenya (see Appendix 3, p. 102) included a component whereby managers and professionals from the various institutions, organizations and networks involved in project training and other activities transmit their knowledge to other individuals and organizations. The improved information sharing reaches numerous professionals that work with young women and men in difficult circumstances. As a network they are much stronger, since they are able to act and speak with one voice.

Community awareness about the value of all youth serves to challenge social attitudes about disadvantaged youth who often suffer discrimination resulting from misunderstanding about their potential. *The Youth Albania Parcel Service (YAPS)* (see Appendix 3, p. 144) is a good example of challenging the social attitudes to youth with disabilities through public awareness campaigns. The project was designed to identify and mobilize new sources of human and financial support to supplement state-sponsored social protection services for homeless and disabled youth, particularly livelihood strategies for young people leaving institutionalized care settings. The intent was to implement the best possible strategy for reintegration of youth with disabilities into productive participation in society as adults. It demonstrates an effective alternative to the dependency model of social protection, seeks to reduce social stigma on vulnerable and disadvantaged social groups and applies commercial profit-making principles to generation of resources for social protection, with the support of the private sector.

The *Enhanced Education and Training Programme* in Uganda (see Appendix 3, p. 91) seeks to demobilize and reintegrate young combatants through training for employment. As part of this programme, a mass media campaign was conducted to increase community awareness about reintegration of the veterans. As a result there was increased community support for the programme and the demand for training places rose.

### **5.2.7. Physical infrastructure**

In industrialized countries, moves toward more inclusive approaches to education and training must address the legacy of traditional policies and practices, i.e. segregated or exclusive education for groups identified as being “different”, based on wealth, religion, or gender, for example. In developing countries, the major constraint is the serious shortage of resources – lack of schools or inadequate facilities, lack of teachers and/or shortage of

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qualified staff, lack of learning materials, poor transportation networks and absence of support.

The divide between rural and urban is an issue that affects many countries. The out migration of many young people from the rural regions due to the lack of opportunity is seen as an increasing social problem. Thus, governments are urged to invest in the physical infrastructure in the rural communities, which in turn will provide opportunities for the young. The *National Open Apprenticeship Scheme in Nigeria (NOAS)* (see Appendix 3, p. 116) uses innovative means of providing vocational education and training of unemployed youth in over one hundred occupations. The programme utilizes production facilities such as workshops and technical instructors in private industries, government institutions and, by way of a subcontracting arrangement, wayside crafts and trades people (informal economy operators).

An offshoot of NOAS is the School-On-Wheels (SOW) programme, a mobile training scheme designed to provide vocational training to school leavers and other unskilled persons in rural areas. School-on-Wheels have been used in the United States to reach young immigrants to teach them English and prepare them for citizenship or General Equivalency Diploma (GED) tests. “When we started, we found that a large number of people could not attend literacy classes because they couldn’t get transportation,” said Sister Marybeth McDermott, who has directed the school for all of its seven years. “We decided to bring the school to them.”<sup>11</sup>

This section presents the fundamental criteria of good practices in skills training for disadvantaged youth. It draws on a range of practices to demonstrate various approaches available to meet the criteria. These key features are instrumental in guiding the development of good training practices.

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<sup>11</sup> [http://www.catholicnewworld.com/archive/cnw2000/0611/school\\_0611.htm](http://www.catholicnewworld.com/archive/cnw2000/0611/school_0611.htm) .



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## Summary comments

Clearly, young people are at greater risk in obtaining and retaining employment. The unemployment and underemployment figures for young people are staggering. In every country for which data is available, youth unemployment rates exceed adult unemployment rates. The rates for young women compared to young men are even greater. The informal economy has been able to absorb large numbers of unemployed and underemployed persons and it has been a primary generator of jobs in many parts of the world. The costs of this wasted potential are enormous and something must be done to tackle youth un(der)employment everywhere.

Education and training are important means of addressing youth employability, but vulnerable youth are, to a great extent, ignored in mainstream systems. This paper addresses the issue of skills development for youth-at-risk, including the economically vulnerable and the socially excluded. A micro-level approach is used to identify good examples of training programmes and projects that have successfully identified and targeted vulnerable young women and men and implemented and evaluated their initiatives.

Formal education and training systems often do not reach marginalized youth. Alternative methods of delivering training need to be explored. Numerous examples of innovative training programmes/projects are presented, covering a cross-section of vulnerable youth including school dropouts; war vets; youth with disabilities; those in rural areas; working in the informal economy; indigenous and ethnic youth, and those from developing countries or remote areas.

Good training practices for disadvantaged youth are innovative approaches to skills acquisition employment and income generation. They include procedures for systematically identifying employment- and income-generating opportunities at the local level, designing and delivering appropriate training programmes, and providing necessary post-training support services, including credit, technical assistance and market information. They include such things as needs-based assessment; coordination, cooperation and commitment; labour market and social support services; financial support mechanisms; information sharing and awareness-raising; and physical infrastructure. All aspects of the skills development of disadvantaged youth must be gender sensitive and recognize the heterogeneity amongst and between young men and women.

An integrated programme at community level generally requires the support of several agencies, and vital components include an inter-ministerial committee and consultations with the social partners. By taking responsibility for training of local programme staff, such bodies help to ensure that the methodology is transferred into national training policies. Similarly, local training committees, in the selected areas, are key to identifying opportunities and needs, and provide the best means of organizing delivery. In the implementation phase, flexibility is essential. Training should be delivered as close to the clients as possible, with particular attention to ensuring that young women, as well as men, benefit fully from programmes. Important aspects in this respect are training of trainers, selection of trainees and finding sources of credit to make up lost income during training and help start up small businesses based on the new skills.

More information is needed to understand the sources of social exclusion of some groups of young people in order to embark on solutions. There is a serious lack of statistical information on vulnerable groups disaggregated by gender, age and source of exclusion. This hampers the potential to reach these groups and address the issues. Further research to address this serious gap is recommended.

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## Appendix 1

### Tables and Figures

Table A.1. Youth unemployment rate, selected countries, sub-Saharan Africa, latest year

	Youth unemployment rate			% of youth unemployed to total unemployed		
	Total	Men	Women	Total	Men	Women
Botswana 2000	n.a.	n.a.	n.a.	61.8	58.3	65.5
Ethiopia 1999	n.a.	n.a.	n.a.	84.4	79.1	91.2
Mauritius 2000	n.a.	n.a.	n.a.	44.9	50.9	39.5
Namibia 1997	37.0	32.9	41.4	33.4	40.9	n.a.
South Africa 2000	44.2	42.1	46.7	32.3	34.5	30.3

Source: ILO 2003 Key Indicators of the Labour Market (KILM) 3rd edition (CD-Rom).

Table A.2. Youth unemployment rate, selected countries, Latin America and the Caribbean (latest year)

	Youth unemployment rate			% of youth unemployed to total unemployed		
	Total	Men	Women	Total	Men	Women
<b>Latin America</b>						
Argentina 2001	31.8	31.2	32.7	31.4	29.2	34.8
Bahamas 1999	15.8	10.6	22.0	40.0	37.8	41.4
Bolivia 2000	8.5	7.0	10.4	44.6	45.5	43.9
Brazil 2001	17.9	14.6	22.4	48.6	49.9	47.4
Chile 2001	18.8	17.1	22.1	31.7	29.3	36.0
Colombia 2000	36.3	31.9	40.7	40.5	41.4	39.9
Costa Rica 2001	13.4	11.9	16.4	54.4	56.9	51.6
Ecuador 2001	14.8	10.6	20.4	47.5	54.9	43.4
Mexico 2002	4.9	4.5	5.6	47.4	43.8	53.9
Nicaragua 2001	20.0	20.3	19.7	43.8	42.7	45.8
Panama 2000	29.0	24.7	36.6	46.5	48.2	44.5
Paraguay 2001	13.8	11.7	17.3	51.0	51.3	50.6
Peru 2001	13.2	12.6	13.9	40.0	40.9	39.2
Uruguay 2001	34.2	28.7	41.7	45.0	51.7	40.2
Venezuela 2001	22.6	19.6	27.7	39.9	39.5	40.3
<b>Caribbean</b>						
Barbados 2001	23.3	20.8	26.2	36.9	42.4	32.9
Jamaica 1999	34.0	23.9	46.2	52.5	58.0	49.6
Trinidad and Tobago 1999	25.4	21.9	30.9	42.8	44.1	41.6

Source: ILO 2003 Key Indicators of the Labour Market (KILM) 3rd edition (CD-Rom).

Table A.3 Youth unemployment rate, selected countries, Asia, latest year

	Youth unemployment rate			% of youth unemployed to total unemployed		
	Total	Men	Women	Total	Men	Women
<b>East Asia</b>						
China 2000	3.1	n.a.	n.a.	n.a.	n.a.	n.a.
Hong Kong, China 2001	11.3	13.5	9.2	26.3	22.8	33.7
Korea, Rep. of 2002	8.1	9.9	6.9	25.9	18.6	40.2
Macao, China 2001	10.0	14.9	6.5	19.4	18.1	22.2
Mongolia 1998	n.a.	n.a.	n.a.	25.6	23.5	27.5
<b>South East Asia</b>						
Indonesia 1996	13.4	12.2	15.0	74.8	77.0	72.5
Philippines 2001	19.0	16.6	22.9	45.6	42.6	49.7
Singapore 2001	n.a.	n.a.	n.a.	22.5	13.7	34.3
Thailand 2000	6.6	7.0	6.0	49.7	52.3	46.4
<b>South Asia</b>						
Bangladesh 2000	10.7	11.0	10.3	79.4	76.5	84.1
India 1997	n.a.	n.a.	n.a.	52.9	52.9	52.9
Pakistan 2000	13.3	11.1	29.2	49.9	55.9	38.5
Sri Lanka 2000	23.6	19.9	30.9	66.5	75.7	57.8

Source: ILO 2003 Key Indicators of the Labour Market (KILM) 3rd edition (CD-Rom).

Table A.4 Youth unemployment rate, selected countries, Middle East and North Africa, latest year

	Youth unemployment rate			% of youth unemployed to total unemployed		
	Total	Men	Women	Total	Men	Women
Algeria 1990	38.7	46.2	14.4	66.0	65.0	78.0
Bahrain 1995	12.7	13.2	12.5	75.4	77.6	71.1
Egypt 2000	n.a.	n.a.	n.a.	64.5	64.5	64.4
Morocco 1999	15.4	15.8	14.6	38.2	39.0	36.3

Source: ILO 2003 Global Employment Trends. P.65

**Table A.5 Youth unemployment rate, selected transition economies, latest year**

	Youth unemployment rate			% of youth unemployed to total unemployed		
	Total	Men	Women	Total	Men	Women
Bulgaria 2001	38.4	42.0	34.5	21.3	22.0	20.4
Czech Rep. 2002	16.0	15.1	17.3	24.9	29.5	21.0
Estonia 2001	10.5	22.2	19.1	21.3	20.6	22.1
Hungary 2002	12.6	13.2	11.9	23.7	23.8	23.4
Latvia 2001	20.7	20.2	21.4	18.1	17.5	18.9
Lithuania 2001	n.a.	n.a.	n.a.	17.7	20.0	14.4
Poland 2002	43.9	43.5	44.4	27.5	27.5	25.0
Romania 2001	17.5	17.6	17.4	34.9	34.6	35.2
Slovakia 2002	37.4	38.9	35.5	30.1	31.9	28.0
Slovenia 2001	16.2	15.3	17.8	30.9	31.0	30.8

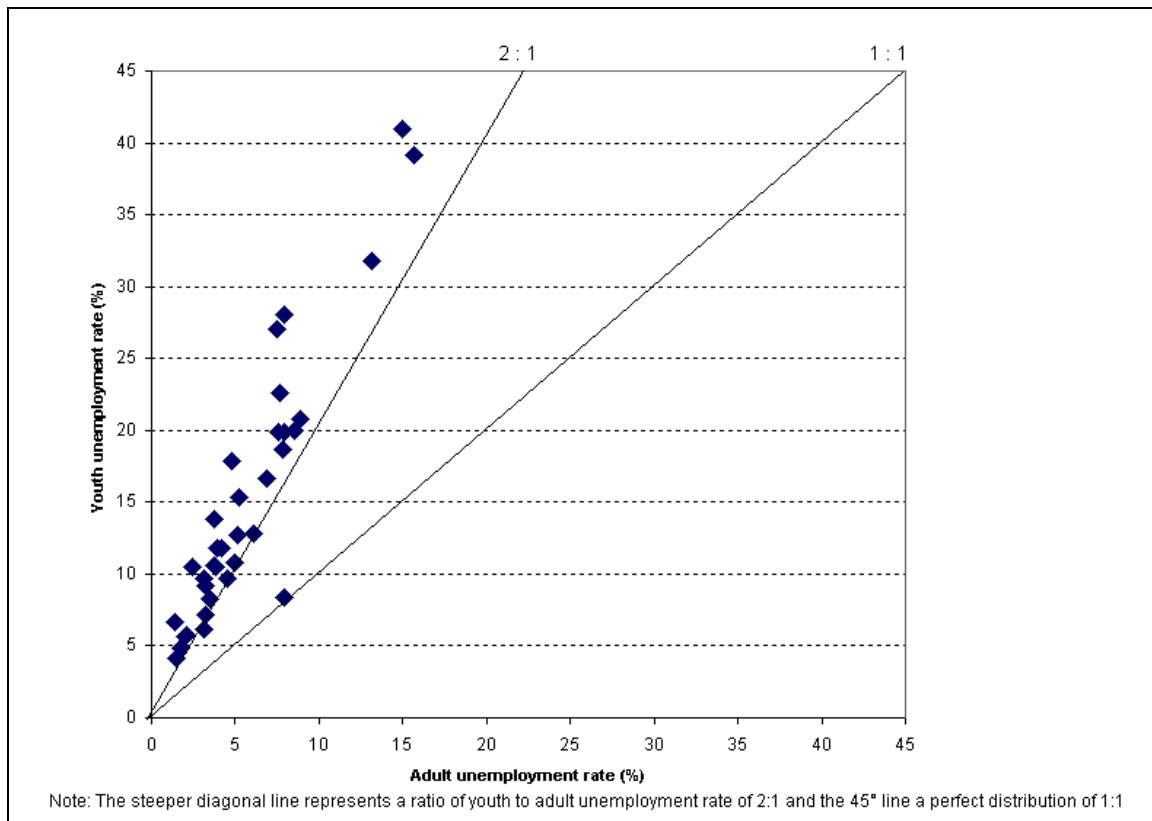
Source: ILO 2003 Key Indicators of the Labour Market (KILM) 3rd edition (CD-Rom).

**Table A.6 Youth unemployment rate, selected industrialized countries, latest year**

	Youth unemployment rate			% of youth unemployed to total unemployed		
	Total	Men	Women	Total	Men	Women
Belgium 2002	15.7	16.0	15.2	21.9	24.4	19.3
France 2002	20.2	18.2	22.8	19.8	21.2	18.6
Germany 2002	9.7	11.3	7.9	13.0	14.1	11.5
Italy 2002	26.3	22.6	31.4	28.5	30.2	27.0
Spain 2002	22.2	18.4	27.3	24.6	27.3	22.7
UK 2002	11.0	12.9	8.8	32.8	33.6	31.5
USA 2002	12.0	12.8	11.1	32.0	32.5	31.5

Source: ILO 2003 Key Indicators of the Labour Market (KILM) 3rd edition (CD-Rom).

**Figure A.1. Youth and adult unemployment rates, 2002**



Source: ILO 2003 Key Indicators of the Labour Market (KILM) 3rd edition

## Appendix 2

### Good practices in training programmes/projects for disadvantaged youth (by country)

Project	Country	Target groups	Interesting/innovative Feature(s)	Agency(s)
YAPS (Youth Albania Parcel Service)	Albania	Youth with physical disabilities	<ul style="list-style-type: none"> <li>- uses Social Business Model</li> <li>- includes the individual in employment plan</li> <li>- demonstrates effective alternatives to the dependency model of social protection</li> <li>- focus on reducing social stigma</li> <li>- specifically aimed at reintegrating institutionalized youth into mainstream socially and vocationally</li> </ul>	UNICEF
Promotion of Vocational Training in Burkina Faso	Burkina Faso	Young men and women generally	<ul style="list-style-type: none"> <li>- working within the existing training system</li> <li>- expansion/upgrading</li> </ul>	Government of Burkina Faso and GTZ
Mamo-Wichi-Hetwin Area Management Board (AMB)	Canada	Indigenous Youth	<ul style="list-style-type: none"> <li>- offers individual counselling</li> <li>- pre-apprenticeship training and</li> <li>- placement of individuals into apprenticeships</li> <li>- involves an alliance of caregivers, family, elders and community peers</li> </ul>	Aboriginal Employment and Training Board
Chile Joven	Chile	Young, uneducated, low income, laid off, inactive or first time job-seekers	<ul style="list-style-type: none"> <li>- training is relevant to the labour market</li> <li>- design of activities is focused on the beneficiaries</li> <li>- efforts are coordinated between the State, civil society and the corporate sector-</li> <li>- adapted to the motivations, needs and expectations of all the participants</li> </ul>	Central state Private training centres
Vocational Education Reform Project	China	Youth generally	<ul style="list-style-type: none"> <li>- addresses supply/demand imbalance</li> <li>- works within existing training system</li> </ul>	World Bank
The Mubarak-Kohl Initiative	Egypt	Unemployed youth	<ul style="list-style-type: none"> <li>- rural area focus-</li> <li>- pilot projects initially but up-scaleable</li> <li>- involves employers in the training to ensure that the training reflects the real needs of the labour market</li> </ul>	Government of Egypt and Germany
Public works programme	Egypt	Youth in poor rural areas School leavers (almost all male)	<ul style="list-style-type: none"> <li>- on the job training</li> <li>- short term jobs leading to long term employment-</li> <li>- involves many interested parties</li> </ul>	Government of Egypt



Project	Country	Target groups	Interesting/innovative Feature(s)	Agency(s)
Ethio-German Technical and Vocational Education and Training	Ethiopia	Jobless youth from all levels of general education	<ul style="list-style-type: none"> <li>- works within the existing training system</li> <li>- more demand driven</li> <li>- reaches more youth</li> </ul>	GTZ
University of Cooperative Education	Germany	Youth, generally	<ul style="list-style-type: none"> <li>- involves companies as active partners in the ed/training process</li> <li>- offers alternative to traditional college education</li> <li>- cooperative in nature</li> <li>- great importance is attached to dual learning locations by rotating practical training phases and studies at university</li> </ul>	University of Cooperative Education
Modernization of the apprenticeship system in Guinea	Guinea	Young men and women without access to the formal education system	<ul style="list-style-type: none"> <li>- uses a cooperative form of apprenticeship designed to meet company and social needs</li> <li>- works within the existing training system</li> </ul>	METPF and German Technical Co-operation Programme (GTZ)
Baatchit Project	India	Rural youth	<ul style="list-style-type: none"> <li>- introduces ICT</li> <li>- empowers youth socially and economically</li> </ul>	Jiva Institute
Third Technical Education Project	India	Rural youth; tribal women	<ul style="list-style-type: none"> <li>- focuses on industrially and economically underdeveloped remote areas</li> <li>- trains students for employment in these areas</li> <li>- works within the system</li> <li>- capacity-building</li> </ul>	World Bank
Prime Minister's Rozgar Yojana	India	Educated unemployed youth	<ul style="list-style-type: none"> <li>- combines general with entrepreneurial training</li> <li>- acknowledges and addresses the lack of info amongst target groups (awareness-raising)</li> </ul>	Government
MEADOW /MYRADA/Plan International Dharampuri Project, Hosur	India	Young women and men Remote areas; Informal economy	<ul style="list-style-type: none"> <li>- partnership with local industry</li> <li>- short, intensive relevant training</li> <li>- complemented with ICT training</li> </ul>	NGO + local industry
Bharatiya Yuva Shakti Trust	India	Unemployed and underemployed youth	<ul style="list-style-type: none"> <li>- unique mentoring system (teacher plus advisor/career counselling)</li> </ul>	Confederation of Indian Industry
Appui à l'introduction de la Formation Professionnelle par Alternance (AIFPA)	Ivory Coast	School drop-outs	<ul style="list-style-type: none"> <li>- centred on the principle of "dual training"</li> <li>- needs based assessment</li> <li>- adopted an integration policy for the training of young women</li> </ul>	Government

Project	Country	Target groups	Interesting/innovative Feature(s)	Agency(s)
Integrated promotion of street children & Youth at risk	Kenya	Street children and youth at risk of dropping out of mainstream society	<ul style="list-style-type: none"> <li>- coordination between the different providers and programmes which target youth people</li> <li>- global and comprehensive approach of the problem (political, legislative, social)</li> </ul>	Government, GTZ
ARC Youth town	Liberia	Former refugees and homeless youths	<ul style="list-style-type: none"> <li>- provides vocational skills training, trauma counselling and microcredit lending</li> <li>- established a homeless youth centre to conduct training</li> <li>- training in conjunction with recreation and medical facilities</li> </ul>	American Refugee Committee
Katutura Youth Enterprises Centre (KAYEC)	Namibia	School leavers and Out of School Youth	<ul style="list-style-type: none"> <li>- community based</li> <li>- focus on youth who want to start their own business</li> <li>- promotes entrepreneurship</li> <li>- integrates life skills, job skills and leadership skills</li> </ul>	Non-governmental organization
HRD for Community Based Training of persons with disabilities	Namibia	Youth with disabilities	<ul style="list-style-type: none"> <li>- aims to improve quality of life</li> <li>- increase participation in ed and training in their local community</li> <li>- strengthen capacity of organisations of disabled persons to participate in CBR programme</li> </ul>	ILO
Employment Plan between Philips and the Dutch Unions	Netherlands	School leavers, unemployed	<ul style="list-style-type: none"> <li>- project has been reproduced elsewhere</li> <li>- support and guidance provided</li> <li>- selection criteria includes motivation</li> </ul>	Philips Dutch Unions
4 Trades Apprenticeship	New Zealand	Disadvantaged Youth	<ul style="list-style-type: none"> <li>- community-based training for young people</li> <li>- replicable with a variety of disadvantaged youth</li> <li>- combines entrepreneurial training with micro business loans</li> </ul>	Malcam Charitable Trust
National Open Apprenticeship Scheme (NOAS)	Nigeria	Unemployed youth and schools leavers	links education and training and the workplace innovative ways to address rural needs	Nigeria Government
Youth-Lead Pacifika	Pacific Region	Youth leaders and youth organizations	<ul style="list-style-type: none"> <li>- capacity-building and skills development to ensure that youth can contribute to national development</li> </ul>	Pacific Youth Ministers
FAVOR (Family Action Volunteers Romania)	Romania	High-school aged orphans	<ul style="list-style-type: none"> <li>- provides vocational training and counselling</li> <li>- transitional housing provided (learn living skills)</li> <li>- targets young women</li> </ul>	Family Care Foundation
Improving Technical Education in Rwanda	Rwanda	Young men and women in technical colleges	<ul style="list-style-type: none"> <li>- addresses skills mismatch</li> </ul>	The Ministry of Education and GTZ

Project	Country	Target groups	Interesting/innovative Feature(s)	Agency(s)
"Sunflower" Youth Centre	Sarajevo Bosnia- Herzegovina	"Displaced" young teens	<ul style="list-style-type: none"> <li>- combines vocational activities, dance, music and conversational English lessons</li> <li>- learn to express themselves as well as receive vocational training</li> </ul>	Balkans Relief Mission and Family Care Foundation
Community Based Public Works Programme	South Africa	"Poorest of the poor", women and the youth	<ul style="list-style-type: none"> <li>- involves the community-</li> <li>- targets those most likely to give back to the community</li> </ul>	Government of South Africa
Vocational Training for Rural Women & Youth	Sri Lanka	Unemployed rural youth; marginalized women	<ul style="list-style-type: none"> <li>- addresses skills/aspirations mismatch</li> <li>- market relevant training/improved quality and relevance</li> </ul>	GTZ
Uganda Veteran's Assistance Board UVAB	Uganda	Veterans of the war (52.8% are under 30)	<ul style="list-style-type: none"> <li>- needs-based planning-</li> <li>- coordination: UVAB makes the links between demobilized veterans and relevant parties</li> <li>- decentralized</li> <li>- gender-sensitive development of the programme-</li> <li>- olitical and governmental commitment</li> </ul>	Government + external donors
Reintegration and rehabilitation of Children affected by armed conflict	Uganda	Ex-child soldiers	<ul style="list-style-type: none"> <li>- community-based programme: involvement of locals in decision-making, planning and implementation</li> <li>- awareness-raising</li> <li>- new approaches to skills training</li> </ul>	Multi-agency working group
Promotion of Employment Oriented Vocational and Technical Training	Uganda	Primary school leavers	<ul style="list-style-type: none"> <li>- demand driven vocational training</li> <li>- tests new training models</li> <li>- large scale (reaching many youth)</li> </ul>	GTZ
Programme to promote Welfare of Children and Youth in difficult circumstances (PCY)	Uganda	Children and Youth	<ul style="list-style-type: none"> <li>- networks with all stakeholders in the area of youth and children</li> <li>- strengthen local capacity</li> <li>- involve civil society and private sector</li> </ul>	GTZ
Support to Poverty Eradication through Decentralized Governance and Private Sector Development	Uganda	Unemployed educated youth	<ul style="list-style-type: none"> <li>- integrated approach to private sector development</li> <li>- efficient decentralization of governance through the promotion of the private sector</li> <li>- grassroots-based approach</li> </ul>	Government of Uganda
Poverty Alleviation Action Programme	Uganda	Orphans, youth with disabilities and demobilized soldiers	<ul style="list-style-type: none"> <li>- established income and employment generating micro projects</li> <li>- projects identified by the beneficiaries</li> <li>- training to ensure sustainability of the projects</li> </ul>	Government of Uganda

Project	Country	Target groups	Interesting/innovative Feature(s)	Agency(s)
Action Research Grants Program	United Kingdom	Young refugees and asylum seekers	<ul style="list-style-type: none"> <li>- addresses the lack of credit available</li> <li>- includes self-development</li> <li>- involves youth in the planning of the training</li> <li>- assists young people in developing their skills for participation and "citizenship"</li> </ul>	Edinburgh Youth Social Inclusion Partnership and the Princess Trust
Arts Programmes At-risk Youth	United States	Youth at risk of gang recruitment	<ul style="list-style-type: none"> <li>- arts apprenticeship training programme</li> <li>- addresses lack of educational opportunities, materials/resources and skills training</li> </ul>	Government, private institutions, Americans for the Arts.
Baltimore Youth Opportunities Programme "Career Connections"	United States	Socially &/or economically vulnerable youth (30 places reserved for teen parents)	<ul style="list-style-type: none"> <li>- systemic approach to youth services</li> <li>- assists youth in developing individual career path (based on their interests and strengths)</li> <li>- uses employment advocates</li> </ul>	Baltimore Office of Employment Development
Youth Opportunities Project	United States	In-school and out-of-school youths with poor results on high school exit exams	<ul style="list-style-type: none"> <li>- employment counselling and job placement services</li> <li>- holistic approach to youth</li> <li>- addresses structural obstacles</li> </ul>	The Pee Dee Community Action Agency with state and local gov't's and agencies
Commerce Academy	United States	High school drop-outs and recent grads with weak skills	<ul style="list-style-type: none"> <li>- competency-based curriculum</li> <li>- combines work and school-based activities</li> <li>- recruits through active info campaigns</li> </ul>	Chamber Education Foundation
Youth Employment and Training Program	United States	youth at-risk of dropping out of high school	<ul style="list-style-type: none"> <li>- individual career and personal counselling</li> <li>- paid work experience opportunities combined with training at worksites</li> </ul>	Community Action Agency – CAA
A New Day	United States	Young women on probation	<ul style="list-style-type: none"> <li>- provides psychological, educational and financial support</li> <li>- combines life and job skills</li> <li>- includes family and community</li> </ul>	Chicago area Project (CAP)
ArtWorks	United States	Under privileged youth with artistic interests	<ul style="list-style-type: none"> <li>- addresses issues of financing</li> <li>- offers support systems (career counselling...)</li> <li>- focuses on developing artistic excellence and personal growth</li> </ul>	Arts & Culture Council for greater Rochester
Antonia Pantoja High School	United States	Hispanic youth who have officially been dropped from mainstream education	<ul style="list-style-type: none"> <li>- detailed needs assessment conducted</li> <li>- focus on basic skills</li> <li>- develops social, personal and career goals</li> </ul>	Aspira Association Inc.
Technical Education, Vocational and entrepreneurship Training	Zambia	Youth generally	<ul style="list-style-type: none"> <li>- addresses productivity in both the formal and informal economy</li> <li>- market-sensitive perspective</li> </ul>	Government of Zambia Different public and private agencies

Project	Country	Target groups	Interesting/innovative Feature(s)	Agency(s)
(TEVET) Policy			<ul style="list-style-type: none"> <li>- gender-sensitive elements</li> <li>- national perspective</li> </ul>	
Young Women's Christian Association (YWCA)	Zambia	Young women	<ul style="list-style-type: none"> <li>- global approach, with social and economic activities</li> <li>- non-traditional skills training for women</li> </ul>	Young Women's Christian Association
National Programme for Youth (NAPY)	Zambia	Out-of-school youth with low educational attainment	<ul style="list-style-type: none"> <li>- broad-based participation from government, youth, NGOs, UNDP, ILO and donor community</li> <li>- skills training responsive to local needs</li> <li>- integrated, holistic approach to youth issues: training and social activities</li> <li>- develop income generating activities to solve the problem of funding</li> </ul>	Government of Zambia with different international partners
The Informal Sector Training and Resource Network (INSTRARN)	Zimbabwe	Unemployed youth in the informal economy	<ul style="list-style-type: none"> <li>- combines formal training and informal enterprise development</li> <li>- developed a network of small businesses to host trainees</li> <li>- business owners receive some training, regular support and monitoring from an INSTARN Small Business Advisor</li> </ul>	Government of Zimbabwe, GTZ,
The Holland Committee on Southern Africa (HCSA) Project	Zimbabwe	Schools leavers	<ul style="list-style-type: none"> <li>- draws from successful experiences elsewhere</li> <li>- brings together many organizations already involved in other youth initiatives</li> <li>- extensive review of the problems of the school leavers has been done before developing the project: need assessment</li> </ul>	Holland Committee on Southern Africa Norwegian People's Aid

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## Appendix 3.

### Good practices in skills development for disadvantaged youth:

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## **4 Trades Apprenticeship: Trade Reorientation and Aptitude Development Enterprises**

**Name of the project:** 4 Trades Apprenticeship

**Characteristics of the project:** *Brief outline of main innovative, successful features of the project/programme:*

- Apprenticeship for both on-farm and off-farm Employment.
- Replication of the program is possible where young people and disadvantaged groups are in need of assistance and where the steady support from organizations is available.

*Location:* Dunedin, New Zealand.

### **Context, identification of needs:**

Research has highlighted problems associated with apprenticeships in the past:

- Lack of accessible credit facilities.
- Marketable skills at an underdeveloped stage.
- Lack of institutional support.
- Institutional support with limitations.
- Improper identification of marketing possibilities, which create mismatch between the needs and supply of products and services.
- Lack of proper management practices is in existence, which becomes non-functional like regular cash flow problems, absence of record keeping and financial planning.
- The existence of non-functional management practice is visible through regular cash flow problems, absence of record keeping and financial planning.
- Lack of existence of legislative monitoring.
- Lack of comprehensive database on Small and Micro business about the whereabouts of the segment like the number of people engaged in each activity, the duration of such activities and the volume of investment.

**Objectives/aims:** Assisting young people and the long term un-employed through apprenticeships.

### **Description of the project and methodology:**

The project focuses on the following:

- Project Management,
- Small and Micro Business loans,
- Training Entrepreneur and Business Development,
- Training Market & Product Development, Publicity and Promotion,
- Employable Skills,
- Institutional strengthening,
- Establishment of an Accounting Center for Small & Micro Businesses.

The beneficiaries are provided with training from The Youth Skills, Ministry of Education, Human Resources Development, Youth and Sports. The Small Enterprise Development Unit, Ministry of Commerce, Industry and Consumer Affairs provide entrepreneurial training on market and product development for the target youth.

### **Impact:**

- By the end of November 2002, the 4 TRADES program placed nearly ten apprentices with the host companies. A waiting list is active for further placements. The candidates for apprentices are recruited directly from secondary schools. The program made apprenticeships possible by



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taking over all the paperwork, overall supervision and contractual obligations for the host companies.

- The interest of the local authorities shows the political sustainability of the program. 4 trades commitment to assist youth and the long term un-employed through apprenticeships makes it socially relevant.
- Social sustainability of the program is evident by the funding and steady support from private organizations.
- The support and contributions made the program a success. 4 Trades attracts interest of many youth in and around Dunedin.

**Agency(s):**

*Implementing agency:* Malcam Charitable Trust.

**Funding:** The total cost of this project amounts to \$4.9 million of which 95 per cent is funded by The European Union via the STABEX Funds while the remaining 5 per cent will be financed by The Government of St. Lucia.

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**References, sources:**

Global Knowledge Resources [http://www.yesweb.org/gkr/project\\_factsheet.html?pid=635](http://www.yesweb.org/gkr/project_factsheet.html?pid=635)

Success stories at: <http://www.jobsletter.org.nz/cat/cat04.htm>

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## Action Research Grants Program

**Name of the project:** Action Research Grants Program

**Characteristics of the project:**

*Overview:* In the UK, the number of asylum seekers and young refugees is increasing. Many of them arrive with family and friends while others journey alone or with strangers. Some think that their time in Britain is a stopgap, a safe refuge where they can study, work, or start a family till they can carry on with their lives back at home. Other youth have no home to go back to. Research on refugees is still in the early stages, concentrating mainly on practical care arrangements. This study helps to assess ways in which voluntary organizations can help young refugees and asylum seekers improve their skills and enrich their self-development, which will help them to become motivated, confident, and independent and contribute to society.

**Target:** Disadvantaged youth and refugees aged 14-30, including ex-offenders, educational underachievers, in or leaving care, or unemployed.

*Brief outline of main innovative, successful features of the project/programme:* The program developed innovative approaches in enabling young people (disadvantaged youth and refugees) to articulate their needs and to participate in the planning and evaluation of services. It also promoted youth's access to appropriate services.

*Location:* United Kingdom

**Context, identification of needs:**

*Identification of the needs:* Lack of credit, knowledge, skills, training and limited support systems were evident in the target groups

**Objectives/aims:**

- To identify the causes and effects of social exclusion experienced by young people.
- To fill the gaps and limitations of current service provision in reaching excluded young people.
- To develop innovative approaches in enabling young people to articulate their needs and to participate in the planning and evaluation of services.
- To increase awareness of young people's needs and enhance the capacity of service delivery organizations to work more effectively with young people.
- The Trust is dedicated to incorporate the young refugees into their programs and also to help them in becoming welcomed and valued members of the community.

**Impact:**

- The program reached youth from diverse fields including youth with disabilities, minority ethnic youth groups, homeless youth, young offenders, disadvantaged youth, and youth facing mental health difficulties.
- The Action Research Program provided young people with opportunities and focused time for issues-based work.
- It assisted young people in developing their skills for participation and 'citizenship', and enabled them to diversify their experiences and interests.
- The program acted as a catalyst for organizational development and learning in relation to joint work and links between agencies.
- It facilitated diversification and development of staff skills.

*Potential for replication:* Similar projects can be replicated in other regions to identify the causes and effects of social exclusion experienced by youth, and promote current service provision in reaching excluded youth, provided good financial support and youth involvement is ensured.

**Agency(s):** Princes Trust

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**Funding:** The Action Research Grants program was funded by many civil society organizations and multilateral organizations. Moreover EYSIP developed certain fund raising campaigns to sustain the program in the long run.

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**References, sources:**

Global Knowledge Resource: [http://www.yesweb.org/gkr/project\\_factsheet.html?pid=649](http://www.yesweb.org/gkr/project_factsheet.html?pid=649)

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## **AIFPA**

**Name of the project:** Appui à l'introduction de la Formation Professionnelle par Alternance

**Characteristics of the project:**

*Overview:*

- The AIFPA programme is centred on the principle of 'dual training' – whereby enterprises organise their professional training in co-operation with schools.
- Strengthens professional organisations and development of structures to organise joint operations between government and industry.
- Research into the labour market conducted before the project was implemented.

*Brief outline of main innovative, successful features of the project/programme:*

- The project adopted an integration policy for the training of young girls and women (14-24 years) who have dropped out of school for social or economic reasons.
- Implemented through in-house training and apprenticeships.

*Location:* Côte d'Ivoire

**Context, identification of needs:**

- Research has demonstrated that many young people from the Ivory Coast do not have adequate qualifications for the labour market. Training programmes offered by schools do not comply with the requirements of industry, as commercial and industrial enterprises are not involved in initial staff training.
- Therefore, the AIFPA programme is centred on the principle of 'dual training' – whereby enterprises organise their professional training in co-operation with schools.
- The project is aimed at training young people from the Ivory Coast male and female, aged 14-24, who have dropped out of school for social or economic reasons, at primary or secondary level.

**Objectives/aims:**

- The main objective of the project is to offer training projects to young people, which respond to the requirements of the labour market and the economic development of the country. In a word, to "teach them a job".
- The project is in keeping with the objectives of the National Programme for the Development of Education and Training (PNDEF), 1998-2010.

**Description of the project and methodology:**

- AIFPA selected a number of companies prepared to fully implement the "dual" training programme including in house training.
- The training centres are to be located in the same area as the industry/company.
- The following selected trades were targeted:
  - Car mechanics
  - Building site supervisors
  - Commercial administrative agents
  - Computer equipment technicians
  - Industrial maintenance technicians

**Impact:** (difficult to say due to the political and economic situation)

- However AIFPA should have a positive impact on young people, the professional training system and industry by providing:
  - Better job opportunities;

- 
- Increased capacity of training centres;
  - Human resources that are qualified to the actual needs of the industry;
  - Continuous adaptation and improvement of the training quality;
  - Productive apprentices who contribute to the recovery of the training cost.

**Agency(s):** The AIFPA programme was developed by the government of the Ivory Coast in conjunction with the German Technical Co-operation Programme (GTZ).

**Funding:** The project is funded by:

- The government of the Ivory Coast, who received a loan from the World Bank with which they supply teachers and trainers as well as school infrastructure.
- The German Technical Co-operation Programme (GTZ).
- Contributions from the Development Fund for Vocational Training (DFDP).
- Support it receives from companies involved in the project.

**Time frame:** The duration of the project was planned for 13 years; 1998 – 2010 but Côte d’Ivoire has been suffering a severe political and economic crisis since September 2002; this has also been having a major impact on project work. Germany recalled its experts from projects in December 2002. Cooperation is being maintained by “distance coaching”, i.e. through advisory services provided by experts operating from neighbouring countries, short-term experts and training measures. Cooperation with Côte d’Ivoire therefore currently consists of dialogue and steering via the Internet and by telephone, and advisory services on specific themes as part of short-term assignments where the security situation permits.

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**References, sources:**

West African Network of Economic and Employment Promotion: <http://www.gtz.de/wbf-westafrika/english/projekt05.htm>

Power point presentation by GTZ available at: <http://www.gtz.de/wbf-estafrika/english/projekt05.htm>

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## **“A New Day”**

**Name of the project:** A New Day, the Chicago Area Project (CAP)

**Characteristics of the project:**

*Overview:* The project was established to address the problems of juvenile delinquency in some of the poorest communities in Chicago. The CAP program focuses on improving the quality of neighbourhood life with an emphasis on solving problems faced by youth and their families.

*Target:* Young women, 15-24, on probation.

*Brief outline of main innovative, successful features of the project/programme:*

- The project is divided into different components and the young women are systematically trained in each. This process provided them with life/job skills to sustain their activities in real life situations.
- The psychological, educational and financial support provided to the female offenders enabled them to turn a new leaf and de-linked them from the criminal justice system.

*Location:* Chicago, U.S.A.

**Context, identification of needs:**

*Identification of the needs:* The region lacked educational opportunities, materials/ resources, mentoring schemes and training.

**Objectives/aims:**

- To assist young women on probation to successfully complete their probation and acquire life/employable skills.
- The program addresses the growing concern and requirement for gender specific programming to facilitate the transition of women offenders into their communities.

**Description of the project and methodology:**

- The project educates and inspires women participants through weekly meetings and field trips on Saturdays.
- Under the Life Skills component, the participants learn about money management, personal care, nutrition, health, exercise, and stress management.
- The program promotes positive parenting by improving participant’s knowledge and skills related to parenting. The participants learn to care for children’s physical, developmental, and emotional needs. They are made to understand the power of motherhood and the parent/child relationships are improved.
- Under the “Renaissance” phase, participants develop creative expression through recreation/art activities and learn to express emotions in a positive way.
- The “Foundation” component of the program encourages participants to reflect on important events that have impacted their lives. The young women identify sources of power and challenges in their lives and put them in proper perspective.
- The “Vision” component focuses on education and career opportunities and provides resources and information for both. Participants discover individual work-related interests, skills and needs that enable them to explore career and educational opportunities.

**Impact:**

- After the successful completion of the probation period, the young women acquire job/life skills that sustain them in mainstream society.
- Many participants are encouraged in creative expression and develop a desire in art forms.
- By inculcating the principles of positive parenting, the program takes care of the physical, developmental, and emotional needs of young participants.
- The program helped the women participants to focus on education and career opportunities that provide economic and social independence.

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- The psychological, educational and financial support provided by the program enabled the young female offenders to understand their situation and to de-link them from the criminal justice system.
  - The creation of several employment options for young women through a comprehensive training system comprising of life/job skills ensured the social sustainability of the program in the long run.
  - Potential for Replication: Similar programs that focus on empowering women offenders in preventing them from re-entering the criminal justice system, can be successfully replicated in other regions, provided government and institutional support is facilitated.

**Agency(s):** Sociologist Clifford R. Shaw created the Chicago Area Project (CAP) in the 1930s.

*Implementing agency:* “A New Day” is a partnership program between Chicago Area Project’s “Youth As Resources” (YAR) affiliate project and the Cook county Juvenile Female Offenders Unit.

**Funding:** The financial support for the project is secured from many non-governmental organizations and local foundations.

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**References, sources:**

Global Knowledge Resources Web Site:  
[http://www.yesweb.org/gkr/project\\_factsheet.html?pid=642](http://www.yesweb.org/gkr/project_factsheet.html?pid=642)

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## **Antonia Pantoja High School**

**Name of the project:** Antonia Pantoja High School (formerly the ASPIRA Alternative High School)

**Characteristics of the project:**

*Overview:* To provide youth with education, a school-to-work programme, to encourage sustainable development and youth empowerment.

*Target:* Youth 15-24 years who have been officially dropped from the public school

*Brief outline of main innovative, successful features of the project/programme:* To provide a curriculum based on improving basic skills and developing social, personal and career goals.

*Location:* Chicago, U.S.A.

**Context, populations and needs:** Due to high dropout rate in the Humboldt Park, Logan square and West town communities, Aspira started APHS (Antonia Pantoja High School) in the year 1986.

*Identification of needs:*

- Lack of Credit,
- Lack of Educational Opportunities,
- Lack of School-To-Work Programs,
- Lack of Training,
- Limited Support Systems.

**Description of the project and methodology:**

- Once students are enrolled in the project, a test on reading and math is conducted to evaluate the skills of the students. In accordance with their performance, a schedule of courses is prepared for each student.
- APHS offers an integrated course, which has math, natural science and social science as its core. Students gain basic skills out of these courses.
- It also offers elective courses, which gives an in-depth knowledge in the related field.
- An entirely different course in arts is also offered which initiates creativity and self-discovery.
- To develop cultural awareness it provides Spanish and Puerto Rican Caribbean - Latin American study courses.
- Students are officially given a diploma from the APHS which is a state certified institution.
- The students were also introduced to various professions and post-secondary opportunities.

**Impact:** The opportunities provided by this program build on the skills of the individual by increasing their self-motivation. This program developed the reading and math skills, which improved the academic needs and also helped the students to achieve their goals.

City colleges of Chicago through Alternative Truant's and optional educational program gave financial assistance that made the program sustainable.

**Agency(s):** Aspira Association Inc.

**Funding:** The project is financially helped by city colleges of Chicago through its Truants' alternative and optional educational program.

**Time frame:** The project started in 1986.

**Contact:**

ASPIRA Inc. of Illinois,  
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Chicago, IL 60647,  
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Fax: (773) 252-0994,



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e-mail: [info@il.aspira.org](mailto:info@il.aspira.org)

**References, sources:**

Global Knowledge Resources Website: [http://www.yesweb.org/gkr/project\\_factsheet.html?pid=678](http://www.yesweb.org/gkr/project_factsheet.html?pid=678)

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## Arts Programs for At-Risk Youth

**Name of the project:** Arts Programs for At-Risk Youth

**Characteristics of the project:**

*Overview:* Prevention programmes for youth at risk, including apprenticeships and training programmes.

**Target:** Target age group(s): 15-24. Youth at risk.

*Brief outline of main innovative, successful features of the project/programme:*

- Arts apprenticeship training program.
- Research suggests that youth vandalize with graffiti and join gangs in search of recognition, achievement and self-expression. The arts provide a different way to address these needs.

*Location:* United States

**Context, identification of needs:** Americans for the Arts is the nation's leading non-profit organization for advancing the arts in America. It is dedicated to representing and serving local communities in creating opportunities for every American to participate in and appreciate all forms of arts. The more than 5,000 organizational and individual members across the country are focused on three primary goals: 1. increasing public and private sector support for the arts, 2. ensuring that every American child has access to a high-quality arts education, 3. strengthening communities through the arts.

**Objectives/aims:** Obstacles this initiative aims to address:

- Lack of educational opportunities
- Lack of materials/resources
- Lack of skills
- Lack of training

**Description of the project and methodology:**

- Youth arts programs offer safe, engaging and constructive environments for young people who lack adult supervision during non-school hours, a time when they are most vulnerable to community violence and gang recruitment.
- An increasing number of communities are realizing that art programs for at-risk youth offer an effective and more affordable alternative to detention and police-centred crime prevention.
- The youth at-risk arts programs is an innovative approach to funding that typically involves a mix of local, state and federal support with private investment. It also includes collaborative effort to identify new sources for funds or to redirect the existing funding. Moreover, because the programs benefit the community in many ways, it receives good support from the local community.
- The cost for each participant is only \$850 per year - compared with as much as \$28,000 per youth in the typical juvenile boot camp.

**Impact:**

- About eighty percent of participants go on to college, compared with only 20 percent of the community's non-participating youth.
- In the STAR program's three years, juvenile crime dropped 27 percent. Moreover for youth aged 11 and 12, the rate of repeat criminal behaviour dropped 64 percent. For at-risk youth, truancy and school failure are the two most significant predictors of delinquent behaviour, according to U.S. Department of Justice research.
- Arts programs reach at-risk youth and help them stay in school. This has a profound effect on both their development and our communities, considering that the unemployment rate of high school dropouts is 70 percent higher than that of high school graduates.

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- Prevention programs are most effective when youth attend and participate regularly. Arts programs are successful at attracting, engaging and retaining even the toughest kids. These youth - including gang members and previously incarcerated teens - join arts programs and return time and again.

The funding, from the government as well as from different private organizations, has helped the program to achieve many of its objectives. Similar programs with similar support can be replicated in other areas and regions for the welfare of the at-risk youth.

**Agency(s):** State and private institutions; *Americans for the Arts*

**References, sources:**

Global Knowledge Resources Web Site:

[http://www.yesweb.org/gkr/project\\_factsheet.html?pid=683](http://www.yesweb.org/gkr/project_factsheet.html?pid=683)

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## ArtWorks

**Name of the project:** ArtWorks: Job readiness through the arts

**Characteristics of the project:**

*Target:* Under privileged youths 15-24 years.

*Brief outline of main innovative, successful features of the project/programme:* This project aims at training and educating youth to gain effective employment, organizational and behavioural skills through the development of such skills as time keeping, creating effective resumes, attending interviews, maintaining orderliness, completing work, researching for career opportunities, and communicating effectively.

**Location:** Rochester, U.S.A.

**Context, identification of needs:**

*Identification of the needs:* There were:

- few formal sector jobs,
- a lack of credit,
- a lack of school-to-work Programs
- a lack of training
- limited support systems.

**Objectives/aims:** The project aims at training and educating youth to gain effective employment, organizational and behavioural skills by creating qualities like timeliness, creating effective resumes, attending interviews, maintaining orderliness, completing work, researching for career opportunities, and communicating effectively.

**Description of the project and methodology:**

- It involves three work groups simultaneously.
- Each work group consists of a lead artist who already has teaching experience, an assisting artist aged 22 and above, and 17 or 18 apprentice artists aged between 14 and 15.
- Each programme lasts for seven-weeks and consists of: Painting and drawing, ceramics, and wind-powered Kinetic Sculpture.
- All of the work groups have an introduction module of key artistic concepts and materials, safety concerns and procedures, and sessions discussing rights and responsibilities.

**Impact:**

- The project has given budding artists an opportunity to work with lead artists and learn basic to complex techniques of arts and other skills.
- They have access to weekly sessions which provide adversity training in life enhancement skills such as interviewing, effective communication, resume writing and portfolio design.
- The main aspect of this program is to make the artists understand the importance of improving their career plan and to possess a positive work ethic.
- This training not only develops artistic excellence of the artists but also their personal growth.

*Potential for replication:* With little effort from private institutions and local governments this model can be successfully replicated to promote students with artistic talents.

**Agency(s):** The Arts Council, in a joint venture with Lewis Street Centre and Dr. Freddie Thomas Learning Centre, initiated ArtWork.

**Funding:** The City of Rochester and the Gleason Foundation.

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**Contact:**

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**References, sources:**

Global Knowledge Resources Web Site:  
[http://www.yesweb.org/gkr/project\\_factsheet.html?pid=684](http://www.yesweb.org/gkr/project_factsheet.html?pid=684)

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## **Baatchit Project**

**Name of the project:** Baatchit Project

**Characteristics of the project:**

*Overview:* A vocational training program combined with a comprehensive module on career planning and entrepreneurial skills development was designed for rural youth.

*Target:* Male and female youth, 15-24, living in rural villages.

*Brief outline of the main innovative, successful features of the project/programme:*

- Baatchit provides young rural women and men with vocational training that facilitates information access, communication, entertainment and socio-economic opportunities.
- By promoting the introduction of advanced technology and providing access to resources it attempts to empower youth both socially and economically whilst promoting the importance of heritage and cultural values.

*Location:* India (several villages-not stated).

**Context, identification of needs:** Research showed that there were few formal sector jobs in the rural areas and youth displayed a lack of skills and training, with no or limited access to information and communication technology coupled with poor economic conditions prevalent in the villages.

**Objectives/aims:** Empowering rural youth through developing their technological skills for jobs in the labour market.

**Description of the project and methodology:**

- To address the needs of the villagers, the Baatchit team developed a vocational training program that included inputs like career guidance, skills upgrading, latent talent promotion and entrepreneurial skills development.
- The Career Guidance component created awareness among job seekers about available career options, job vacancies and how to face interviews.
- Suitable placement assistance was also offered.
- The vocational training programs focused on upgrading skills and latent talent promotion, which included courses on computer basics, sewing, video filmmaking, beautician training and spoken English.
- In developing entrepreneurial skills, lessons in identifying the various avenues of self-employment opportunities, customer care and effective pricing were offered to villagers by experts.

**Impact:**

- While the first few courses were attended only by boys, Baatchit also emphasizes the importance of providing training to girls in developing entrepreneurial talent and socio-economic empowerment.
- The project team was impressed by the technological skills acquired by the village boys through the video-training programs over a short span of time.
- Apart from adding to their self-confidence, the qualification provided by the training program has increased their prospects of economic independence.
- The program faced resistance during implementation due to a lack of infrastructure, frequent power cuts, and difficult terrain. Hence the program's implementation and impact was restricted by the availability of resources.

*Shortcomings:*

- The resistance to change opinions and caste politics were some of the psychosocial barriers that hindered program implementation.
- The absence of a minimum level of education rendered the vocational training as ineffective.

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- The visible lack of responsibility and risk-taking capabilities of the rural youth stood as an impediment in nurturing entrepreneurial talent.

*Potential for replication:* Though the potential benefits from the program were great, the limitations and impediments faced in introducing the program to rural youth communities were insignificant. Nevertheless, it is believed that similar education and employment generating programs can be replicated in other rural areas, provided limitations like minimum level of education, lack of infrastructure, psycho-social barriers, and lack of entrepreneurial spirit among rural youth are overcome and researched in advance.

**Agency(s):** “Baatchit” is a Media Lab Asia project, led and researched by the Jiva Institute.

**Funding:** The program is funded through institutional assistance and community support.

**Contact:**

Jiva Institute, Jiva Marg, Sector-21B,  
Faridabad, HY 121001 India  
Tel: 91-129-5431198, 5429640,  
Fax: 91-129-5295547, 5296174,  
Email: earthone@jiva.org

**References, sources:**

[http://www.yesweb.org/gkr/project\\_factsheet.html?pid=696](http://www.yesweb.org/gkr/project_factsheet.html?pid=696)

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## **Baltimore Youth Opportunities Programme**

**Name of the project:** Baltimore Youth Opportunities Program, “Career Connections”

**Characteristics of the project:**

*Brief outline of main innovative, successful features of the project/programme:*

- Helps out of school youth (16-24 years) who are socially or economically vulnerable find long-term employment, through a combination of vocational skills training, and work-based learning.
- “Career Connections” has created a systemic approach to youth services, offering a broad array of coordinated resources and activities, helping each young person to design and negotiate a career path.

*Location:* Baltimore, U.S.A.

**Context, identification of needs:**

- Career connections is designed to serve out-of-school youth aged 16-24, who have either dropped out of school or graduated from high school but have barriers either (social or economic) to employment.
- Baltimore’s Youth Opportunity system is predicated on a youth development concept that recognizes the strengths and talents of each youth and builds upon them. Career plans reflecting each young person’s unique interests, abilities and aptitudes are used.
- Employment Advocates are matched to each youth and work with them to select the most appropriate educational, vocational and personal support services from a broad range of choices.
- The work experience sites, or internships, enable the students to apply life skills learnt in weekly life skills class, and in turn, work experiences inform the curriculum of the life skills class.

**Objectives/aims:**

- The goal of Baltimore’s Youth Opportunity “Career Connections” is to increase the long-term employability of young people in the Baltimore area by creating a systemic approach to youth services, offering a broad array of coordinated resources and activities, and helping each young person design and negotiate an individual career path.
- The entire community, parents, faith-based institutions, local schools, neighbourhood associations and youth themselves participate in building, guiding and maintaining the program.
- Job placement and/or post-secondary transition is the goal for each youth with a commitment to long-term follow up by Career Connections.

**Description of the project and methodology:**

- The project offers career skills training in areas such as:
  - Computer Repair
  - Construction
  - Landscaping
  - Biotechnology Technician
  - Multi-skilled Medical Technician (Nursing Assistant, EKG, Specimen Collection, CPR)

*Work-Based Learning:*

- Youths receive 30 hours of paid work experience in either the private or public sector.
- Wages are paid by a grant.
- It is intended to impart pre-employment skills rather than occupational skills. However worksites make a concerted effort to assign the students to all aspects of their business.



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- Case managers visit the worksites several times a week and, from these sessions, determine what basic skills need strengthening. The case manager tutors the participant in the needed skills. Thus, the life-training curriculum is constantly revised to address real life situations faced by youth on the job.
  - In addition to the variety of academic courses and career training opportunities available, youth also have access to computer literacy training, job preparation seminars, individual and group counselling, mental/physical health support, life skills, parenting classes, tutoring, conflict resolution, peer mediation and a host of recreational, cultural enrichment and leadership development activities.
  - The *Youth Practitioners Institute* will provide all youth development specialists who will work in this system with comprehensive training curricula. Upon completion of the training, staff will be certified as youth workers and be provided with consistent and ongoing professional development. The Institute will also provide young people the opportunity to explore the profession of youth work as a potential career and build a pipeline for them to acquire required credentials and skills leading to jobs in the system.

*Other:*

- The Baltimore Development Corporation and the Baltimore Workforce Investment Board have committed their support to providing opportunities and guidance for the youth program.
- Employer partners established.
- Strong ties to economic development ensure the occupational training offered to the youth mirrors existing employment prospects.
- Community Advisory Boards have been created to provide input and recommendations to the Centres and satellites, reviewing outcomes and promoting accountability.
- Working with the school system, a greatly expanded alternative learning system will be implemented to stem the drop out tide and re-connect at risk and out of school youth to youth in the academic system.

**Impact:** Nine youths have attained their GED certificates, and another 30 are attending classes. 34 youth are employed in unsubsidised, permanent employment. Eighteen of these positions were through their former work-experience sites.

**Agency(s):** The Baltimore Office of Employment Development (OED)

**Funding:** State (due to an additional State grant of \$40,000 30 places have been reserved for teen parents).

**Time frame:** Established in November 1999.

**Contact:**

1510 West Lafayette Avenue  
Lafayette Square,  
Poppleton  
Baltimore City  
USA

**References, sources:** From the, Final Report for the Out-of-School Youth Demonstration, May 2000, submitted to: US department of Labour, by: Social Policy Research Associates at Brandeis University.

[http://www.oedworks.com/youthserv/youth\\_opp.htm](http://www.oedworks.com/youthserv/youth_opp.htm)

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## **Bharatiya Yuva Shakti Trust**

**Name of the project:** Bharatiya Yuva Shakti Trust

**Characteristics of the project:**

*Overview:* To assist beneficiaries to set up or develop their own business.

*Brief outline of main innovative, successful features of the project/programme:* The most remarkable feature of the trust is that it provides each beneficiary with a mentor, on a one-to-one basis in the guru-shishya tradition.

*Location:* India

**Context, populations and needs:**

*Identification of the target groups:* Under-employed youth 18-35 years.

**Objectives/aims:** Aims to assist unemployed or under-employed youth 18-35 years to set up or develop their own business.

**Description of the project and methodology:** Each beneficiary is provided with a mentor, on a one-to-one basis in the guru-shishya tradition, according to which the teacher not only teaches but also guides and helps develop the disciple. The mentor gives professional advice, maintains regular contact with the business, monitors progress, and helps in addressing the problems of the assisted economic units and in developing them.

**Impact:** Since its inception, this scheme has helped over 450 business units employing more than 1,540 people in Delhi, Haryana, Chennai, Hyderabad and Pun.

**Agency(s):**

*Implementing agency:* Confederation of Indian Industry

**Funding:** Support takes various forms such as donations, sponsorship of events, professional assistance and mentoring on a purely voluntary basis.

**Time frame:** Set up in April 1990.

**References, sources:** ILO InFocus Programme on Skills, Knowledge and Employability; Informal Economy, Working Paper No. 8: Training and Skill Formation for Decent Work in the Informal Sector: Case Studies from South India by Amit Mitra, 2002.

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## Chile Joven

**Name of the project:** “Chile Joven” Programme for the occupational training of young people

**Characteristics of the project:**

*Overview:* Since the beginning of the 1990’s, an occupational training programme targeted at young people afflicted by structural unemployment and high social risk, has spread rapidly through several Latin American countries. Its initial model was tried out and systematised in Chile under the name of “Chile Joven”.

*Target:*

- young people with low income
- between 16 and 24 preferably
- laid off, underemployed, inactive or looking for work for the first time
- not having received any type of education, except night courses.

*Brief outline of main innovative, successful features of the project/programme:*

- The training is relevant to the labour market.
- The implementation of the training is flexible, deconcentrated and regulated by market mechanisms (see context and identification of the needs)
- The design of activities is focused on the beneficiaries (vocational skills but also personal development)
- Efforts are coordinated between the State, civil society and the corporate sector (+ deconcentrated implementation)
- Adaptation to the motivations, needs and expectations of participants.

*Location:* Chile. Geographic areas are targeted according to poverty and employment indicators. Has been duplicated in other Latin American countries.

**Context, identification of needs:**

*Context:* The development model in Latin America has been moving from a protectionist and import-substitution model to an open model striving for international competitiveness. The impact of this change on the labour market and on youth employment has been very serious. Latin American young people – in particular those insufficiently or badly trained, from lower socio-economic strata, rural sectors or ethnic minorities – are not being offered real options for accessing labour markets or society in general, reflecting issues of equity and social stability. In this context, policies aimed at promoting training and employment become essential.

*Identification of the needs:* At the beginning of the project, 13 per cent of the Chileans 15-24 years of age were unemployed, underemployed or outside formal education. As this coincided with a period of important economic growth in Chile, the programme assumed that the lack of skills demanded in the market was the main reason for unemployment.

The programme responds to the objective demand signs in the labour market. The training institutions identify themselves the market niches: no demand = no training.

**Objectives/aims:** The overall objective of the programme is to improve the possibilities of access to employment of young beneficiaries of low-income families. It is also to contribute to the social integration (as workers or students) of these young persons that are often marginalized.

*Specific objectives:*

- Getting young participants to adopt a positive attitude towards work; to make effective their access to employment.
- Imparting the technical skill of a trade to young people at semi-skilled level, to facilitate their placement.
- Generating a technical training supply relevant to the needs of firms and enterprises.

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## **Description of the project and methodology:**

*Actions carried out and in what way:*

- The managing body provide indicative information on the employment market
- The OTECs identify job openings à which determines the courses to be offered
- Training goes beyond the mere provision of specific occupational skills;
- The occupational part of the training has a high practical content.
- Incorporates skills, which are intended to develop communication, personal relations, and self-esteem and information abilities.

*Activities and skills:*

The Chile programme includes four sub-programmes:

1. Training and occupational experience at enterprise: intended to train for dependent employment.

Activities: teaching phase + internship

Skills: Technical training + social and occupational skills

Support services: medical insurance against labour accidents; transportation subsidy; subsistence allowance or labour contract.

2. Alternative (dual) training: this variant rotates training at a technical school and at a company or enterprise, with a labour contract.

Activities: theoretical teaching + in plant training.

Skills: basic education, technical training, in-plant training

Support services: the trainee enjoys all benefits conferred by labour legislation

3. Training for independent work (25 per cent of the beneficiaries): this course is intended for self-employed workers.

Activities: training in a trade + technical training (teaching phase) followed by technical assistance to get a project under way.

Skills: management training (accounting, costing, marketing, etc).

Support services: the students have to prepare a project to be financed by a credit assistance network.

They also are covered by medical insurance against labour accidents, a transportation subsidy and a subsistence allowance for the duration of the technical assistance phase.

4. Occupational training (FOSIS): programme aimed at young people in a highly marginalized situation

Activities: training in a trade + on-the-job training (teaching phase) followed by a protected labour experience at enterprise.

Skills: development of attitudes, behaviour and psychological and social abilities.

Support services: medical insurance against labour accidents, a transportation subsidy and a subsistence allowance during their internship, when they have no labour contract.

**Impact:** Between 1991-1999: 170 000 beneficiaries.

The model has already been reproduced in different countries (Argentina (1994), Colombia, Peru, Uruguay (1994).

Difficulties to evaluate the Latin America occupational training programmes include: shortcomings in the countries statistical information systems, difficulties in gathering valid and reliable information regarding the target population (and then to evaluate the results achieved), relatively recent application of research evaluation practices in the region.

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In Argentina, the following results have been found for same model programme:

- Program impact on earnings were statistically significant for young males and adult females only (not adult males and young females)
- Estimated Program impact on employment was statistically significant for adult females only.

*Difficulties:*

- Scarce experience in OTECs to “read” the demand.
- Difficulties in translating the required profiles into training programs
- Lags between “reading” the demand and starting the training programme
- Lack of innovation in training (the same programmes are used)
- This type of programme requires an environment with a vigorous economic growth and job creation in the formal sector.

**Agency(s):** The central State assumes responsibility for the design, supervision, technical control and financing of programmes (The National Training and Employment Service (SENCE), a department of the Ministry of Labour and the Solidarity and Social Investment Fund (FOSIS), a department of the Ministry of Planning).

The programme is implemented by private operators that received funds, through public tenders, and are called Technical Training Organisations (OTECs).

The Municipal Labour Information Offices (OMIL) provides information about the programme and register/identify the young people for the courses.

**Funding:** Public funds + employers.

**Time frame:** Programme started in 1999.

**References, sources:**

*Programmes for the training and employment of young people in Latin America*, Paper, Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR) <http://ilo.law.cornell.edu/public/english/region/ampro/cinterfor/publ/sala/poldevin/index.htm>

*Job training Programmes: The Cases of Chile Joven and Argentina Proyecto Joven*, Cristian Aedo I., Prepared for Seminar on Social Protection for the Poor in Asia and Latin America, 21-25 October 2002. [http://www.adb.org/Documents/Events/2002/SocialProtection/aedo\\_presentation.pdf](http://www.adb.org/Documents/Events/2002/SocialProtection/aedo_presentation.pdf)

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## **Community Based Public Works Programme in South Africa**

**Name of the project:** Community Based Public Works Programme (CBPWP) in South Africa

**Characteristics of the project:**

*Overview:* The programme aims to reduce unemployment, educate and train beneficiaries, create, rehabilitate and maintain physical assets, and build the capacity of communities.

*Target:* The “poorest of the poor”, women and the youth.

*Brief outline of main innovative, successful features of the project/programme:* Design and implementation of a global national programme for employment and economic development.

*Location:* South Africa

Most of the projects of this programme are situated in and providing employment opportunities to residents of some of the most impoverished areas in the country. The main recipients of CBPWP resources are in the Eastern Cape, KwaZulu-Natal and the Northern Province, which account for most of the country’s poor.

**Context, identification of needs:** The CBPWP, launched in August 1994, is the largest component of South Africa’s National Public Works Programme.

*Identification of the target groups:* The mandate of the CBPWP is to target the “poorest of the poor”, women and the youth although no quotas have been set. However, women constitute 41 per cent of workers and youth (16-25 years), 12 per cent. They were thus less likely than men to be employed in the Programme, despite their being the primary target beneficiaries. This is indicative of the practical difficulties of realising such targeting, not only because of the need to take into account the social norms and dynamics of traditionally patriarchal communities, but also because those most able to contribute to the programme because of their skills and experience are also those most likely to be in a position to benefit from it.

**Objectives/aims:** Its broad aims are to reduce unemployment, educate and train beneficiaries, create, rehabilitate and maintain physical assets, and build the capacity of communities.

**Description of the project and methodology:** The CBPWP comprises 599 projects.

**Impact:** It is estimated that the CBPWP created at least 1.43 million days of work, at a cost of R134 million (roughly US\$15-20 per work-day, depending on the exchange rate used).

Work was mainly short-term, with only eight per cent of workers in employment for more than eight months.

*Key factors of success/sustainability:* In terms of technical design standards and the quality of completed physical infrastructure, this Community Based Public Works Programme (CBPWP) was regarded as surpassing anything that the ILO members of an evaluation team had encountered in more than 30 developing countries.

**References, sources:** Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000.  
<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pp14.doc>

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## **Employment Plan between Philips and the Dutch Unions**

**Name of the project:** Employment Plan between Philips and the Dutch Unions

**Characteristics of the project:**

*Target:* School-leavers, unemployed

*Location:* Netherlands

**Description of the project and methodology:** Philips offers school-leavers work experience for a period of one year. The company has been providing work experience slots equivalent to 1 per cent of the regular jobs, and this was expanded to 2 per cent in 1996 (involving 800 unemployed persons).

This work experience also includes individual oriented educational training, training on the job, in production traineeships and general training.

**Impact:** To 2000, in excess of 7,500 unemployed persons have joined the programme in Holland.

The success rate is high, with 80 per cent of those involved finding paid employment (a quarter of them at Philips). Most of these are absorbed by small and medium scale enterprises.

Some characteristics of this project have been reproduced in Zimbabwe.

**Key factors of success/sustainability**

- The choice of participants (e.g. motivation).
- The quality of work experience place (relevance to the local labour market and the availability of sufficient supervision and training).
- Support and guidance provided.

**References, sources:** Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000. <http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pp14.doc>

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## **Enhanced Education and Training programme (Uganda)**

**Name of the project:** Enhanced Education and Training programme of Uganda Veterans Assistance Board (UVAB) (part of the general programme of veterans' demobilization of UVAB)

### **Characteristics of the project:**

*Overview:* In 1992, a Programme of Demobilization and Reintegration (Reduction-in-force) was started and a special organisation, Uganda Veterans Assistance Board (UVAB) was created to manage the government's programme of assistance to demobilized combatants. Recognition of the importance of training ex-combatants for employment led to the Enhanced Education and Training programme in 1993.

*Target:* War veterans, 52.8 per cent of them under the age of 30.

*Brief outline of main innovative, successful features of the project/programme:*

- Need-based planning: importance of research and information in the design, monitoring and evaluation of the project (see ILO). However this capacity to monitor and evaluate might be limited by the lack of means (see Byamukama).
- Coordination: UVAB makes the links between demobilized veterans and other agencies and governmental departments of labour and education, potential employers, NGOs and training institutions (for example counselling on how and where to get a credit) (see ILO).
- Decentralization: central coordination is balanced by decentralizing implementation authority to the communities (Districts Veterans' Offices). Field offices enable (i) beneficiaries to have easier access to program benefits and (ii) the government to make the program more responsive to local needs (World Bank)
- Gender-sensitive development of the programme: UVAB has employed a gender specialist to develop the programme (see ILO). However, the implementation of all aspects of the programme are not gender-sensitive (trauma counselling and training programmes, for example, do not take into account gender specificity).
- Political and governmental commitment (see ILO + World Bank)

*Location:* Uganda

### **Context, identification of needs:**

*Context:*

- The 14-25 age group considered as "youth" by UN makes up 20 per cent of the total population in Uganda. A lot of them, especially ex-combatants are unemployed.
- Lack of skills was widely seen as a major obstacle to economic re-integration of veterans.
- Of those youth employed, over 70 per cent work in agricultural sector.
- Important urban migration.
- War has disrupted youth education.

*Identification of the target groups:*

- Although this programme is for all veterans, the majority of them (52.8 per cent) are under the age of 30.
- The programme targets veterans with a minimum required education background (according to Byamukama some veterans have been refused for this reason)
- Initially, it was estimated that 3 per cent of the ex-combatant were disabled. In the third phase of the project, a revised estimation has been made on the assumption of 15 per cent disabled and chronically sick ex-combatants. No specific programme has however been set for the disabled ex-combatants.



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*Identification of the needs:* UVAB has completed three important studies:

- A socio-economic profile of soldiers to identify their capabilities, their needs and their expectations.
- An analysis of the opportunities available for veterans for training, employment and utilization of credit programmes in the areas where they were settling.
- The examination of institutional requirements to determine the programme implementation structure.

*General needs include:*

- Need of a organization for linking demobilized veterans with other agencies and government departments of labour and education, potentials employers, NGOs and training institutions
- Type of training to be provided should be “demand-driven”.
- Need for trauma counselling for young combatants to help their reintegration in civilian life.
- Need to specially target female veterans and veterans’ wives who may become further marginalized in civilian life (preferential access to credit, gender-sensitive vocational training)

**Objectives/aims:**

- UVAB main objective: to demobilize and resettle veterans and their families and to facilitate their social and economic reintegration into peaceful, productive, sustainable civilian life.
- The specific objective of the Enhanced Education and Training Programme of UVAB was to provide veterans with skills to facilitate their re-integration and employment.

**Description of the project and methodology:** UVAB is a government body set up in 1992 for the demobilization and the rehabilitation of the veterans. The first phase of its programme consisted of demobilization (1992-1993). The next phases (1994-96) included assistance (a transitional safety net cash equivalent to meet basic needs for a six-month period or one crop-growing season) and training.

The Enhanced Education and Training Programme is part of this UVAB’s programme: the programme focuses on training and employment promotion for young persons.

*Type of activities:* The Programme consists in a vocational training fund, a practical skills development component and a formal education component. Practical skills training is mainly for those with minimal formal education (apprenticeship for example)

*Type of skills:*

- The most popular vocational skills in 1994-96 were: carpentry and joinery; tailoring; motor vehicle mechanics; building and concrete practice; welding and metal fabrication.
- Others vocational skills include: animal traction, apiculture, poultry and piggery, home economics, pottery, ceramics, catering, baking, driving, shoe making, management, business planning, administration
- Others skills: writing letters, approaching potential employers, counselling activities.

*Support services:* Community awareness towards reintegration of the veterans was also a central focus through a mass media campaign.

**Impact:**

- Many who have achieved the training have received employment or have been able to set up their own business.
- 1889 veterans participating in vocational training programme according to Byamukama until March 1996, which seems to represent a very limited impact (36’358 veterans were demobilized between October 1992 and October 1995).

*Shortcomings:*

- Lack of resources for tools to start them off after the training (see ILO, Byamukama).
- The vocational courses have been basic, lasting up to six months, whereas most vocational training takes two years (see ILO)

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- UVAB has not provided any special orientation or training for vocational skills trainers for veterans. (see ILO)
  - UVAB did not put of lot of emphasis on trauma counselling. The counselling capacity of many District Veteran Offices was rather limited, especially concerning gender issues (attention was put on the gender-sensitive component of the programme during its development...) (see ILO + Byamukama)
  - The programme could not respond the huge demand and a lot of applications were rejected (see Byamukama).
  - Little attention has been paid to the women ex-combatants. (5per cent). The skills training programmes did not take account of their special needs.
  - Absence of specific programme for disabled ex-combatants.

**Agency(s):** The Government of Uganda and the ILO.

*Implementation:* UVAB + decentralized Districts Veterans' Offices.

Collaboration with a directory of NGOs and others organisations.

**Funding:** Government of Uganda and external donors (World Bank, etc). A pilot fund was established: Ush 295 million

**References, sources:** Guns into ox-ploughs: a study on the situation of conflict-affected youth in Uganda and their reintegration into society through training, employment and life skills programmes, Muhumuza (Roby), Poole (Jennifer), ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict, ILO, Geneva, 1997.

A critical Analysis of the demobilization Programme in Uganda, by Byamukama (Nathan M.), Proceeding of the Fourth Development Policy Management Forum (DPMF) Annual Conference on Democracy and African Conflicts: Their Management, Resolution and Post Conflict Reconstruction, Addis Ababa, Ethiopia, 13-15 December 2000, [www.dpmf.org/critical-nathan.html](http://www.dpmf.org/critical-nathan.html)

Best Practice in War-to-peace Transition: the Uganda Veterans Assistance Programme, World Bank, Findings, Africa Region, Number 12, January 1997.

Reintegrating demobilized combatants: experiences from four African countries, International Labour Office. Vocational Training Systems Management Branch, Conference: Expert Meeting On The Design Of Guidelines For Training And Employment Of Ex Combatants (Africa Region) (1995: Harare), Geneva, 1995.

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## **Ethio-German Technical and Vocational Education and Training in Ethiopia**

**Name of the project:** Ethio-German Technical and Vocational Education and Training in Ethiopia

**Characteristics of the project:**

*Target:* High school graduates, youth from all levels of general education, jobless youth with/without work experience.

*Location:* Ethiopia

**Objectives/aims:** The overall goal of the programme is: The Technical and Vocational Education and Training System in Ethiopia is able to meet the economic and social needs of the country with regard to vocational qualifications.

The objective of the 1st phase (1999 - 2003) is to set, develop and introduce an employment/occupation-oriented TVET System at the Federal and Regional Level.

Results to be accomplished in the 1st Phase are:

- A strategy to reform the vocational training system at national and regional level is decided upon.
- An organizational structure to develop and implement the reform strategy is created.
- Training programmes that meet the demand of the labour -market and community are developed and tested.
- Qualifications and availability of vocational school teachers are improved.
- Occupation-oriented training and further training programmes for different target groups are established.

**Description of the project and methodology:** Components of the programme are:

- Strengthening the TVET System (formal and non-formal) of Ethiopia
- Strengthening the already established Skill Development Centers and supporting TVET Schools (concept & training programme development with labor market relevancy, capacity building / staff development (management, instructors), technical support / including additional equipment).
- Strengthening the Nazareth Technical College in terms of vocational school teachers/instructors training and further training.

**Time frame:** Project period: March 1999 - February 2003.

**Agency(s):** Implemented in co-operation with GTZ, the Ministry of Education at Federal Level and Bureaus of Labor and Social Affairs & Bureaus of Education at Regional Level.

Financed by the German Federal Ministry for Economic Cooperation and Development (BMZ)

*Project budget:* DM 13.300.000.

**References, sources:**

GZT website: <http://www.gtz.de/laender/projekt.asp?PN=9721564&spr=2&Land=Ethiopia>

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## **FAVOR (Family Action Volunteers Romania)**

**Name of the project:** FAVOR (Family Action Volunteers Romania)

**Characteristics of the project:**

**Brief outline of main innovative, successful features of the project/programme:** It provides vocational training and counselling, as well as a transitional home, for orphanage graduates. The programme has become a model for local officials.

*Target:* Young women.

*Location:* Bucharest, Romania.

**Context, identification of needs:** All government care stops when orphaned youths leave high school and their respective orphanages; many of them end up on the streets. Due to a severe shortage of housing and very low wages, it is almost impossible for orphanage graduates to find a decent place to live.

**Objectives/aims:** To provide a home and vocational training to young women who are orphanage graduates.

**Description of the project and methodology:**

- The Computer Training Center at Bacau Placement Center provides high-school-aged orphans with important vocational skills. The young students, most of whom had never touched a computer before, are trained in typing and basic computer-related skills including layout, creating spreadsheets, and managing files.
- The majority of the girls receive training in computer skills and English.
- In the transitional home, the young women are trained in various aspects of independent living while continuing to live in a secure environment. They run the home themselves, receiving instruction in budgeting, nutrition management, sanitation, workplace-related challenges, dealing with bureaucracy, and so on.
- Assistance is provided to help them find employment and/or get enrolled in further job-training courses.

**Impact:** An individual case study: Anisoara is a young single mother who grew up in an orphanage; she became pregnant shortly after leaving the orphanage. Anisoara was working in a clothing factory under terrible conditions; she had no contract, no insurance and received about \$35 a month. She and her baby were sharing a room with four other people. The baby was very sick, undernourished and in need of special care. As a result of this project, Anisoara was able to secure a fully-furnished room of her own. The baby is now in day care, much healthier and eating normally, and the mother has a better job, with a reasonable salary. Currently a monthly sponsorship for this young mother is being sought, as her \$60/month salary is not sufficient to cover all the living expenses for herself and her child.

**Agency(s):** Implementing agency: Family Care Foundation

**Contacts:**

FAVOR (Family Action Volunteers—Romania)

Project No: E28

Project Manager: Paul Katz

**Contact Info:**

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References, sources:

Family Care Foundation Web site <http://www.familycare.org/network/e28.htm>

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## **The Holland Committee on Southern Africa (HCSA) Project**

**Name of the project:** The Holland Committee on Southern Africa (HCSA) Project

**Characteristics of the project:**

*Overview:* HCSA has been involved in the recruitment of teachers in Holland (the Netherlands) to assist secondary schools, technical teachers colleges and technical colleges since 1983 in Zimbabwe. An evaluation of this programme has suggested that due to the absence of a comprehensive national training policy for school-leavers, schools are required to provide technical or survival skills to equip school-leavers for the world of work. The project therefore provided a pilot project proposal to offer O-level school-leavers the opportunity to get work experience through training on-the-job as preparation for working life.

*Target:* Schools leavers.

*Brief outline of main innovative, successful features of the project/programme:*

- The project is drawn from successful experiences elsewhere.
- It brings together many organisations already involved in other initiatives.
- An extensive review of the problems of the school leavers has been done before developing the project: needs assessment.

*Location:* Zimbabwe

**Context, identification of needs:**

- HCSA carried out an extensive review of the problems of school-leavers.
- Interviews were held with community development organisations and former HCSA teachers to explore the extent to which programmes targeted at school-leavers were being implemented.
- The final project document (March 1997) found that there was no comprehensive programme to deal with the problems of school-leavers that hinder their entry into the labour market. It therefore provided a pilot project proposal to offer O-level school-leavers the opportunity to get work experience through training on the job as preparation for working life.

Interestingly, a cluster of Dutch companies in Zimbabwe is prepared to take part in the work experience project along the lines of an earlier agreement between Philips and the Dutch trade unions signed in 1982, which has proven to be very successful (see project).

**Objectives/aims:** The aims of the proposed training/employment project for school-leavers in Zimbabwe are:

- to improve the position of O-level school-leavers on the labour market
- to assist companies in selection and recruitment of personnel, and
- to assess the extent to which the private sector can be involved in this way in combating unemployment among school-leavers, with a view to developing a model for more companies in other branches of industry in Zimbabwe.

**Description of the project and methodology:** Training and guidance offered will comprise four parts, namely:

- training on the job,
- general skills training,
- personal guidance and
- guidance towards the follow up (self-employment).

A steering committee comprising the social partners and industry in Zimbabwe is proposed to organize grassroots support for the project.

According to the proposal document, school-leavers on attachment will be paid a wage determined by the National Employment Council (NEC) in Zimbabwe.

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**Agency(s):**

Holland Committee on southern Africa (HCSA).  
Norwegian People's Aid: local partner organisation of HCSA.

The project seeks co-funding from the Zimbabwe Development Fund, which finances the formal apprenticeship scheme.

**Time frame:** This project was in proposal form in 2000.

**References, sources:**

Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000.  
<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pp14.doc>

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## **HRD for Community Based Training of persons with disabilities**

**Name of the project:** HRD for Community Based Training of persons with disabilities

**Characteristics of the project:**

*Overview:* To improve the quality of life for children, youth and adults with disabilities; and to increase their participation in educational, vocational and social opportunities within their local communities.

*Target:* People with disabilities: women, youth, and children.

*Location:* Namibia

**Objectives/aims:** There are five immediate objectives.

- The major ones are: Strengthened capacity of the Ministry of Land, Resettlement and Rehabilitation to coordinate the formulation of a national disability policy and legislation, and to effectively plan, train personnel, coordinate services and activities, monitor and evaluate a comprehensive Community Based Rehabilitation (CBR) programme, initially in the Northern region of the country.
- Strengthened capacity of representative organizations of disabled persons to participate effectively in the formulation of a national disability policy and in the planning, implementation and evaluation of the CBR programme.
- Namibia adopted National Policy on Disability. 600 staff members from government agencies, disabled people organisations (DPOs) and people with Disabilities (PWDs) trained in community based rehabilitation (CBR) awareness raising, inclusive education, vocational needs of PWDs, training of trainers on CBR vocational issues and mass media communication.

**Impact:** The ex post evaluation of the project in Namibia was conducted by interviewing participants who were trained in Turin and their employers. At the time of training, most participants did not have any employment. A subsequent survey traced almost all the participants and found that two-thirds had secured employment, including self-employment. Half of them confirmed that the training was directly relevant to their work. Of those who considered that the training had been relevant to their jobs, 80 per cent felt that it had provided them with much of what they needed to perform their tasks. Some 83 per cent of the employers who sent their staff to attend the course in Turin said that they had witnessed an improvement.

75 per cent employment placement rate; 83 per cent of employers reported an improvement in productivity of those trained.

**Agency(s):** ILO

**References, sources:** GB.280/TC/1 March 2001.

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## ***Improving Technical Education in Rwanda***

**Name of the project:** Improving Technical Education in Rwanda

**Characteristics of the project:**

*Overview:* The aim is to improve the qualifications of trainers and to give young people relevant technical skills and training.

*Target:* Young men and women from technical colleges.

*Brief outline of main innovative, successful features of the project/programme:* The project aims at matching the needs of young people with those the labour market, so as to better equip them for their future working lives.

*Location:* Rwanda

**Context, identification of needs:** The project is closely linked to the government's central aims of poverty reduction, economic growth and human resource development.

**Objectives/aims:** By giving young people relevant skills and training it is hoped that students will find employment or become self-employed, hence being able to provide for themselves.

**Description of the project and methodology:** Technical Education is improved to match the needs of the labour market and to promote self-employment. To achieve this goal, the following outcomes are anticipated:

- A strategic concept for Technical Education which responds to the demands of the labour market has been elaborated and put in place by the Ministry of Education (MINEDUC).
- The programmes (Curricula) for Technical Education are implemented and regularly adapted to match the needs and demands of the private sector.
- An appropriate system of vocational and pedagogical education for teachers is implemented, in close cooperation with the private sector in all four ETOs.
- All four Technical Colleges (ETO) are well organised and are managed efficiently.
- A management structure is put in place.

**Agency(s):** GTZ.

*Implementing agency:* Ministry of Education (MINEDUC).

**Time frame:** The project started in September 1996 and will run for 8 years. The project term is subdivided into three promotion phases: 1) 09/1996 to 08/1998 (2 years), 2) 09/1998 to 12/2001 (3 years), 3) 01/2002 to 12/2004 (3 years).

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**References, sources:**

West African Network on Economic education in Rwanda: <http://www.gtz.de/wbf-westafrika/english/projekt20.htm>

Analysis of the Rwandan industrial employment market: <http://www.gtz.de/wbf-westafrika/dokumente/projekte/ruanda-bb/Rwa002.doc>



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## ***The Informal Sector Training and Resource Network (INSTARN) Programme in Zimbabwe***

**Name of the project:** The Informal Sector Training and Resource Network (INSTARN) Programme in Zimbabwe

### **Characteristics of the project:**

*Overview:* The traditional apprenticeship system in Zimbabwe has been adopted by INSTARN to develop the informal economy and to create employment.

*Target:* Apprentices are recruited from the unemployed.

*Brief outline of main innovative, successful features of the project/programme:*

- Formal training and informal enterprise development are successfully combined.
- INSTARN has developed a network of small businesses which host trainees.
- The business owner receives some business training, regular support and monitoring from an INSTARN Small Business Advisor.

*Location:* It is based at Masvingo Technical College, Zimbabwe.

Owing to its relative success, the project is being extended to other provinces, and has already started in Manicaland.

**Objectives/aims:** INSTARN's overall objective is to create employment through the development of the informal economy.

The project coordinator indicated that the focus of the interventions is '...to create an integrated package of informal economy support, which will result in more, stronger and bigger businesses, creating permanent jobs'.

### **Description of the project and methodology:**

- In this apprenticeship system, a young person is taken on and trained informally by a business owner.
- Apprentices have to find a host business and have to support themselves during the period of training.
- The host business becomes a client of INSTARN and the owner too receives some business training, regular support and monitoring from an INSTARN Small Business Advisor.
- Support for the host business is designed to create a good environment for training.
- Those selected will undergo several weeks of formal training at Masvingo Technical College or a partner organisation.
- Upon graduation, apprentices may qualify for business training and benefit from a tool hire-to-buy scheme which is operated by their local Informal economy Association.

The programme provides technical training for informal economy businesses to improve the production skills of participants and the marketability of their products. It is for this reason that the idea was to link this training to already existing skills training.

At an early stage of project implementation, it was found that it was not enough to provide someone with a skill without providing business training and funding. In this regard, it was agreed that the project will provide an integrated approach to resolving the problems of the informal economy by providing technical training, business training and access to funding.

*Activities:* Reinforcement of traditional apprenticeships, development of small business advisors, provision of credit for small businesses, promotion of informal economy associations, and assistance in marketing of informal economy products to the formal sector.

### *Type of skills*

Typical areas involved include carpentry and joinery, metal fabrication, dressmaking, hairdressing, radio and TV repair, motor mechanics and refrigeration.

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*Support services*

Those interested in starting their own businesses are referred to Zambuko Trust, which received a grant from INSTARN for on-lending to clients recommended by the project.

**Impact:**

- Since March 1996, 102 people have graduated from the programme.
- The scheme has been successful in creating employment within the host business, in formal employment or through setting up new businesses.

**Agency(s):** Bilateral project between the GTZ and the Zimbabwean government.

**Funding:** GTZ

**References, sources:**

Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Zimbabwe, 2000.  
<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pp14.doc>

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## ***Integrated Promotion of Street Children and Youth at Risk***

**Name of the Project:** Integrated Promotion of Street Children and Youth at Risk

### **Characteristics of the project:**

*Overview:* In order to reach street children, children and youth at risk, the programmes offer development opportunities and sustainable alternatives to “street life”, including improved services, child and youth friendly legislation and networking of government departments, NGOs, the private sector and other stakeholders working together.

*Target:* Disadvantaged urban children and youth who are at risk of dropping out of mainstream society to live a life on the streets. Special emphasis on those aged between 11 and 24 years.

*Brief outline of main innovative, successful features of the project/programme:*

- Coordination between the different providers and programmes which target youth people.
- Global and comprehensive approach of the problem (political, legislative, social).

*Location:* Kenya

**Context, identification of needs:** The poor and vulnerable youth (15-30 years old) make up around 5.5 million of the population. Due to the high overall poverty, but also to the migration of mainly young people to urban marginalised slums, a rising number of orphans as a result of the HIV/Aids pandemic, difficult access for the poor to formal education and vocational training and the lack of future prospects, many children and young people are confronted with the risk of severe social and economic exclusion. According to current estimates, based on a headcount study carried out in 2002, about 20,000-30,000 children and youth live and/or work in the streets of Nairobi. Of those, only 14-15% is children and young people who regard the streets as their home, some 3,000 to 4,500. The remaining working children and youth fend for their survival in the streets, with a high risk of exploitation, drug abuse (e.g. glue sniffing), HIV-infections and respiratory diseases.

**Objectives/aims:** The overall goal was to develop opportunities, dignity and living conditions for children and youth in Kenya improved.

### **Project outputs**

- Result 1: Capacity of the Department of Children’s Services and Department of Social Services (Youth Unit) strengthened to facilitate participatory development and coordinated implementation of relevant policies, regulations and guidelines in a decentralized manner.
- Result 2: Capacity of selected governmental, non-governmental and other relevant “service providers” are enhanced to provide improved services to targeted groups.
- Result 3: Innovative, appropriate and attractive alternatives to “street life” (with emphasis on prevention) have been tested, evaluated and documented together with selected service providers.
- Result 4: Vertical and horizontal collaboration and co-operation between relevant Government departments, NGOs, the private sector and other stakeholders are strengthened.

**Impact:** The project achieves its effects at different levels:

- At the macro-level, it stimulates the advancement of a national children and youth legislation and policy, and therefore contributes to the improvement of a sustainable framework for children and youth promotion.
- At the level of the participating intermediary governmental and non-governmental organisations (Children’s Department, Youth Division, children and youth NGOs and networks), it strengthens the management capacity and improves the quality of their services towards children and young people at risk, partly also through a better networking of these organisations.
- At the level of the target group, it encourages the integration of the socially and economically excluded children and youth into a regular life.

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The beneficiaries (“end users”) are linked through impact chains of different length. Most of the effects are achieved indirectly through a trickle down process; some effects can directly be demonstrated at the target group and intermediary level, however. Direct beneficiaries of the project activities are the targeted children and youth, on one hand, and the members of partner organisations and institutions on the other. A rough estimate of the number of beneficiaries realised during the PPR revealed some 5,000-10,000 children and young people that benefit directly from the improved services provided by the organisations. At the intermediate level some 250 people benefited directly from the project.

*Direct benefits at target group level (children and youth at risk):*

- Street children and youth that participate in programmes have a better access to health, education and employment opportunities.
- SSIPs (street children drop in centre) established to support street children.
- 19 street kids (14 boys and 5 girls) were admitted to public primary schools.
- Out-of-school children benefit from the improved non-formal education programmes and the introduction of the creative learning approach.
- Children and young people from the surrounding slum areas are also direct beneficiaries. The project supported, for example, a local Community Centre through training in participatory action research (PAR), training and material support to creative learning and through access to relevant networks that promote best practices in working with children and youth at risk. The Community Centre targets some 1500 households in the Pumwani slum area (around 20 per cent of the total households).

*Direct benefits at intermediate level:*

- More than 160 young people benefited directly from the youth promotion training. Representatives of the different youth groups reported improved skills in organisational management, animation, proposal writing, conflict management, time management and administration. They are more self-confident now, and also better prepared to market their products and to enter into small-scale entrepreneurship activities.
- More than 120 professionals from governmental institutions and NGOs have been trained directly in various topics, such as provisions of the Children Act, formulation of the National Youth Policy, strategic planning and monitoring and evaluation, HIV/Aids, substance abuse, gender approaches, youth work, conflict management, organisational tools, innovative approaches in working with street children, and PAR. Government officials reported improved services, a better understanding of the children they deal with, and improved working conditions. Members of NGOs refer to the improved quality and gender orientation of their work, and to the better streamlining of their activities in terms of service delivery and improved standards.
- The participating organisations and institutions have also benefited from the enhanced coordination and networking, including: attained knowledge on best practices in working with the target groups; improved networking capabilities; enhanced cooperation and referrals; ability to share information more directly; and gained access to new funding possibilities.

*Indirect benefits through institutional support and policy advice:*

- As a result of the nation-wide formulation, sensitisation and awareness raising on the Children Act and the National Youth Policy, the awareness for the needs and rights of children and young people increased, particularly in the decentralised structures of the Children’s and Social Services Departments.
- The youth and stakeholders consultation forums carried out during the formulation of the National Youth Policy increased the receptiveness of government departments and NGOs to the problems and potentials of young people, as well as the urgent necessity of their participation in national and local planning and decision making bodies (e.g. Municipal Councils).

*Indirect benefits at the intermediate level:*

- Managers and professionals from the various institutions, organisations and networks that were involved in project trainings and other activities transmit their knowledge to other people

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and organisations they deal with. The National Children in Need Network (NCNN), which receives support from the project, for instance, deals nation-wide with almost 100 member organisations. The improved information sharing might reach 100 to 1000 professionals that work with girls and boys in difficult circumstances. As a network they are much stronger, since they are able to act and speak with one voice, while individual, uncoordinated actions are often wasted.

- The Department of Social Services is supporting youth groups that emerged during the national consultation process on the National Youth Policy (NYP). In Mombassa, for instance, the Provincial Director of Social Services has launched the Coast Youth Forum (CYF) in June 2002. The CYF disseminated the information on NYP at the grassroots level and supported the formation of youth secretariats in all the seven districts of Coast Province. CYF is assisting the VOK Self-help Group that gathered some 400 young people from Mombassa slums and is organising activities related to HIV/Aids, substance abuse, basic primary education, prevention of violence, etc.
- Young people that participated in the youth promotion training transmit their know-how to other young men and women, some of whom have started their own businesses or managed to enter into agreements with e.g. the Nairobi city residents and also the Nairobi City Council, who, as a result, pay them for garbage collection and clean-up activities.

**Time frame:** Project Period

1. Phase: 09/2000 to 08/2003.
2. Phase: 09/2003 to 08/2006.

**Agency(s):**

*Implementing agencies:*

Ministry of Home Affairs, Children's Department.  
Ministry of Gender, Sports, Culture and Social Services, Youth Division.  
German Technical Cooperation (GTZ).

*Other partners:*

UNICEF, Save the Children Alliance, UN-Habitat – Safer Cities Programme, SNV, Kindernothilfe e.V., Terre des Hommes, CORDAID, Commonwealth Youth Programme, International Council on National Youth Policy (ICNYP), German Foundation for World Population (DSW).

**References, sources:**

GZT website: <http://www.gtz.de/laender/projekt.asp?PN=9421454&spr=2&Land=Tanzania>

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## **Introduction of a Co-operative (Dual) System in Technical Education and Vocational Training (Egypt)**

**Name of the project:** Introduction of a Co-operative (Dual) System in Technical Education and Vocational Training: The Mubarak-Khol Initiative.

### **Characteristics of the project:**

*Overview:* The programme of dual system of training and practice is based on the idea that involvement of employers in the training of youth will ensure that the training — and the concomitant practice in the form of internships — reflects the real needs of the labour market and will generate youth employment.

*Target:* Youth, unemployed youth

*Brief outline of main innovative, successful features of the project/programme:*

- The project is not adapted to the comprehensive objective of institutionalising the dual system of training and practice in all technical education countrywide should be adapted to the reality of the poorer parts of Egypt.
- Involvement of employers in the training of youngsters to ensure that the training - and the concomitant practice in the form of internships — reflects the real needs of the labour market.

*Location:* Egypt

*Pilot phase:* three of Egypt's new cities (the 10th of Ramadan City, the 6th of October City, and Sadat City). Many modern medium and large size private enterprises operate in these new cities.

After this pilot phase, the project is planned to be implemented in all the country.

**Context, identification of needs:** The fundamental flaw in Egypt's training system is the lack of affinity training centres normally have with the labour market, and the absence of contacts with potential employers. As a consequence, transition from school or training to work is often difficult. Since the 1950s, a number of experiments have been carried out in Egypt to redress this situation, mostly in the form of technical co-operation projects. These involved, for instance, the establishment of training centres that are closely linked to private or public enterprises. Though useful at the micro-level, these projects did not have much impact on the country at large.

In 1991 an ambitious long-term programme that is meant to reform the secondary technical education system in Egypt, was embarked upon. The programme, Introduction of a Co-operative (Dual) System in Technical Education and Vocational Training, is generally known as the Mubarak-Kohl Initiative.

The enterprises chosen for the pilot project have a very clear interest in the project: they are facing significant problems in recruiting qualified workers. Research involving 1,700 enterprises showed that nearly half the medium- and large-scale enterprises are already involved in training activities, although at present mostly in the form of in-house training rather than through governmental training centres. But the majority of these ignore rural youth.

**Objectives/aims:** The ultimate aim of the programme is to institutionalise the dual system of training and practice, and the concept of joint public-private management and cost sharing in all technical education countrywide.

*Expected results:* Generation of youth employment, alleviation of shortages in certain skills, enhanced development and use of human resources and subsequent increases in production.

**Description of the project and methodology:** The programme would start with pilot projects, to demonstrate the opportunities and challenges of the dual system of training and practice. It would also help the governmental Project Policy Implementation Unit, an autonomous unit under the direct supervision of the Minister of Education, to modify the system to fit the local situation. The main task of the Unit is to create a pedagogical, organisational, legal, and financial framework for the dual training system. The expected success of these pilot projects could stimulate the private sector to co-operate with the Ministry of Education, inducing it to incorporate this dual approach in training centres countrywide.

Eventually, all types of training would be organised along the lines of the dual system. After completing preparatory school, all Egyptian children would have the opportunity to enrol in such

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technical secondary education and graduate three years later. If possible, they would find employment in the enterprises where they did their internships. Even if these enterprises could not absorb them, the graduates would still be able to count on their acquired skills to find employment elsewhere.

The pilot projects that were established to demonstrate in practice the opportunities and challenges of the dual system would provide knowledge on the local adaptability of the system and encourage the private sector to participate (i.e. internships, funding and management).

**Impact:** The pilot projects appear to be successful.

Shortcomings and key elements of sustainability:

Number of practical and conceptual problems related to the introduction of this dual system

- One practical problem proved to be the lack of transparency in the division of responsibilities among the different actors. The fact that four years passed between the conception of the idea and the take-off of the first pilot project is indicative.
- Difficulty of replication of the pilot projects, which are not adapted to the overall objective to target the whole country, should be adapted to the reality of the poorer parts of Egypt.
- To be able to sensitise the small-scale enterprises in the technologically less advanced parts of the country, the training programme should focus on simpler techniques, more basic equipment, less costly and lengthy training.

**Time frame:** 1995: the first pilot projects (three) were set up.

**Agency(s):** Under the supervision of the Minister of Education, the private sector and its public counterpart (different ministries, depending on the type of training involved) would, together, manage and fund the training centres. Although these pilot projects are costly, this system of dual training would be affordable in the long run, thanks to the contributions the private sector is expected to be willing to make.

**References, sources:**

Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000.

<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pp14.doc>

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## **Katutura Youth Enterprises Centre (KAYEC)**

**Name of the project:** Katutura Youth Enterprises Centre (KAYEC)

**Characteristics of the project:**

*Overview:* The programme offers a combination of life skills, job search skills, leadership training and enterprise-based training.

*Brief outline of main innovative, successful features of the project/programme:*

- KAYEC is a community-based organisation, which provides vocational training, information, workspace and support to young people (15-30 years) who aspire to start their own business.
- It provides innovative programmes in the form of its training companies, which allow young people to own and operate their own company in a 'safe environment' where they receive training, advice and support.

*Location:* Windhoek, Namibia.

**Context, identification of needs:**

- The Anglican Diocese of Namibia and the Evangelical Lutheran Church in Namibia established KAYEC in 1993, in response to escalating unemployment levels amongst Namibian youth.
- The project targets; school leavers, out of school youth aged 15-30 years, and unemployed youth who want to start their own business.

**Objectives/aims:**

- To promote a culture of enterprise and entrepreneurship amongst the youth.
- To help youth become more enterprising; to help young entrepreneurs establish business enterprises in the informal economy; and to help unemployment youth locate formal sector employment.

**Description of the project and methodology:**

- School based learning and training provides vocational training and education in the following:
  - Basic construction skills: Carpentry, metalwork, brickwork
  - Computer training
  - Start-your own-business, Life skills, Job search skills, Leadership training Enterprise training

Amongst its more innovative programmes it has training companies, which allow young people to own and operate their own company where they receive training, advice and support.

**Agency(s):**

*Implementing agency (s):* KAYEC is a Namibian Church based NGO.

**Funding:** Local and international sponsors.

**Contact:**

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**References, sources:**

White, S. & Kenyon, P.: Enterprise-based youth employment policies, strategies and programmes, Skills Working Paper No.1, ILO, Geneva 2001.



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Joint Consultative Committee (JCC) SME Service Providers' Directory

[http://www.jcc-smepromotion.org.na/Services/SME\\_Service\\_Providers\\_Director/kayec.html](http://www.jcc-smepromotion.org.na/Services/SME_Service_Providers_Director/kayec.html)

JCC membership and contact lists <http://www.fes.de/fulltext/bueros/namibia/00261012.htm#table>

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## **Mamo-Wichi-Hetwin Area Management Board (AMB)**

**Name of the project:** Mamo-Wichi-Hetwin Area Management Board (AMB)

**Characteristics of the project:**

*Brief outline of main innovative, successful features of the project/programme:* Raises awareness of skills that young men and women can acquire and helps clients to complete their training. In addition the programme offers individual counselling, pre-apprenticeship training and placement of individuals into apprenticeships.

*Target:* Indigenous young Canadians

*Location:* Ontario, Canada

**Context, identification of needs:**

- 53 per cent of indigenous peoples are under the age of 25 years, compared with 34 per cent of all Canadians.
- Unemployment levels are more than twice as high among Aboriginal people (24 per cent) as among all Canadians (10 per cent).
- The percentage of Aboriginal people with annual incomes of less than \$10,000 is significantly higher than for Canadians as a whole.
- The Aboriginal labour force is heavily concentrated in the resource sector and in government/public administration.
- Over 40 per cent of Aboriginal people live off a reserve and in an urban area, another 20 per cent live in rural areas off reserve and more than 60% of Aboriginal people live in the south.
- Aboriginal youth, like their non-Aboriginal counterparts, do not participate in large numbers in apprenticeship.
- Canada's Aboriginal population is growing twice as fast as the non-Aboriginal population. Within the next 20 years, this emerging 'baby boom' could become an economic success story or be the source of a problem.

Today's Aboriginal youth are tomorrow's workers and consumers. But they will need skills that are demanded in the workplace, opportunities and access to well-paying jobs. Currently, the average unemployment rate among Aboriginal people is double that among non-Aboriginal people. And their average income level is one-half to two-thirds that of non-Aboriginal people. Without significant job growth for Aboriginal people, the high levels of unemployment and poverty they now experience will remain unchanged and the baby boom will not become a success story.

New jobs are needed in private industry, particularly in manufacturing, construction and technology, especially to meet the demand for employment by Aboriginal youth.

**Objectives/aims:** Strategies aimed at youth must involve an alliance of caregivers, family, elders, community and peers. But the development of tools alone and the simplification of the road to and through apprenticeship will not suffice although these should be major components of any strategy. Support in the form of culturally-relevant counselling, childcare and transportation expenses for Aboriginal people to find their way into and through apprenticeships is essential.

**Impact:** After pre-training, over 1,000 people were contacted about apprenticeship opportunities during the 2 years of operation.

A key element of the programmes success was connecting the aboriginal communities with the apprenticeship branch through the assignment of a programme liaison officer.

**Agency(s):**

*Implementing agency(s):* Aboriginal Employment Management Board (AMB)

**Funding:** AMB's pathway to success (Federal government Aboriginal Initiatives) and Jobs Ontario

**References, sources:**

Aboriginal Participation in Apprenticeship, Making it work! Report of the Aboriginal Apprenticeship Projects Steering Committee.

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## **MEADOW: The MYRADA Plan International Dharampuri Project**

**Name of the project:** MEADOW (Management of Enterprises and Development of Women) / The MYRADA Plan International Dharampuri Project, Hosur

### **Characteristics of the project:**

*Brief outline of main innovative, successful features of the project/programme:* In partnership with a local industry, the project is ensuring jobs and decent incomes for young women, providing job skills to teenage boys and girls, and replacing despair with hope in a backward community mired in poverty.

*Location:* India

**Context, identification of needs:** Some 300 girls from poor families in one of Tamil Nadu's most backward districts, Dharampuri, have run their own company with a total earning of Rs. 20 million (approximately US\$400,000) over the past four years.

They assemble bracelet components for the Titan Industries, Hosur. Their work includes assembling watch bracelets, polishing them, hand-pressing bracelet components, making silver ropes, assembling and packaging table clocks - all for the Titan Industries, which began a partnership with MYRADA/Plan International in 1995.

**Objectives/aims:** To ensure decent incomes for young women providing job skills to teenage boys and girls.

**Description of the project and methodology:** The centre offers training facilities in fitting, welding, electrical wiring, plumbing and sanitation, varying in duration from four to six months. Girls are given training in computers and repairing home appliances.

### **Impact:**

- Increase in income to the extent the trainees were able to buy equipment; employment generation.
- The girls of MEADOW have built up a share capital of Rs. 2 million (approx. US\$ 40,000) by contributing a small percentage of their wages. The money has been used to buy the company's own premises, a jeep, a motorcycle, a computer, work related equipments and office furniture.
- The company plans to hire a full time general manager, start a canteen and provide training in spoken and written English, accounts-keeping, personality development and so on.
- The 400-odd firms in and around Hosur need skilled workers. A non-formal technical training centre in Thally, south of Hosur, located in an old building that once housed MYRADA is a boon to these industries.
- This training centre is a haven of hope to the young people of the area.

### **Agency(s):**

*Implementing agency:* NGO and local industry.

**Funding:** Self funding business.

**Time frame:** Set up in 1995 MYRADA , 1998 MEADOW.

### **References, sources:**

*Source:* ILO InFocus Programme on Skills, Knowledge and Employability; Informal Economy, Working Paper No. 8: Training and Skill Formation for Decent Work in the Informal Sector: Case Studies from South India by Amit Mitra, 2002.

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## **Modernisation of the apprenticeship system in Guinea**

**Name of the Project:** Modernisation of the Apprenticeship system in Guinea

### **Characteristics of the project:**

*Brief outline of main innovative, successful features of the project/programme:*

- To increase the employment opportunities for young men and women in the Guinean labour market by utilising a cooperative form of apprenticeship whereby training schools and companies are encouraged to work together to meet company and social needs.
- The project establishes cooperation between institutions and the youth who are involved in apprenticeships.
- Cooperative training courses in labour-intensive business sectors are established as pilot measures in two of the country's regions.

*Location:* Guinea

### **Context, identification of needs:**

- In terms of technical, economic and social requirements, research has shown that Guinea's existing system of vocational training exhibits both qualitative and quantitative deficiencies.
- The 16 state-run vocational schools (Centres de Formation Professionnelle (CFP)) currently only have an overall capacity of some 2,000 places for trainees and offer largely theoretical training based on a French system which is barely adequate for dealing with the prevailing labour-market conditions and requirements.
- The infrastructure, teaching materials and curricula are no longer up-to-date. Due to poor infrastructure, lack of funds and teaching materials, most CFPs have been unable to provide systematic training in past years. Currently, only 5 of the 16 CFP work.
- Although many young people, particularly in urban areas, learn a trade in small scale enterprises in the informal economy, the technological standard of training is generally low. Both trainers and trainees often lack basic reading and writing skills, and trainees do not obtain recognised formal qualifications.
- As a result, the large majority of young people in Guinea, and particularly girls, do not have the opportunity to learn future-oriented skills needed in the production and service sector.
- Moreover, an effective, modern business environment is difficult to develop, because qualified workers are in short supply.

**Objectives/aims:** The aim was to create broad-based training systems that have an impact on employment for young people in Guinea, the majority of whom have no access to the formal education system. In this context, particular attention is to be paid to ensuring that girls and young women, who have been particularly disadvantaged up to now, are given adequate training opportunities.

### **Description of the project and methodology:**

- The project establishes cooperation between institutions and the youth who are involved in apprenticeships.
- Cooperative training courses in labour-intensive business sectors are established as pilot measures in two of the country's regions.

### **Impact:**

*Anticipated results:*

- Apprenticeship programmes in the craft and service sector meet the country's technical, economic and social needs and empower the youth, and important business sectors are equipped for the newly designed apprenticeships.
- There is a potential for replication of this project throughout vocational schools and small-scale enterprises within the country.

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**Agency(s):**

Political project executing organization: Ministère de l'Enseignement Technique et de la Formation Professionnelle (METPF).

*Implementing institution:* Office National de Formation et de Perfectionnement Professionnels (ONFPP) and GTZ.

**Time frame:** Project recommended total duration: July 2000 to June 2009.

**References, sources:**

West African Network on Economic and Employment Promotion: <http://www.gtz.de/wbf-westafrika/english/projekt11.htm>

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## **National Action Programme for Youth (NAPY) in Zambia**

**Name of the project:** National Action Programme for Youth (NAPY)

### **Characteristics of the project:**

*Overview:* The NAPY is a comprehensive strategy to support out-of-school youth with low educational attainment (mostly grade 7). The strategy is built around an expansion of training opportunities provided by Youth Skills Training Centres.

*Target:* Out-of-school youth with low educational attainment.

*Brief outline of main innovative, successful features of the project/programme:*

- Broad-based participation from government, youth, NGOs, UNDP, ILO and the donor community.
- Skills training responsive to local needs.
- Integrated, holistic approach to youth issues: training and social activities.
- Many centres have tried to develop income generating activities to solve the problem of funding, especially regarding staff costs; but not very successful.

*Location:* Zambia

### **Context, identification of needs:**

- The Action Programme has been designed in recognition of the extremely limited (institutional) support structure for out-of-school youth.
- International experience indicates that programmes aiming to increase productivity and incomes in the informal economy cannot be limited to upgrading technical skills. They should be viewed in conjunction with other necessary conditions such as access to credit and institutional support (ILO 1998).
- Consequently, the Action Programme aims to develop the current Youth Skill Training Centres into fully-fledged Youth Resource Centres.

**Description of the project and methodology:** The NAPY consists of five principal components that aim to support out-of-school youth to become self-employed in the non-formal sector:

- (i) skills training responsive to local needs;
- (ii) enterprise training for small-scale businesses;
- (iii) small start-up loans;
- (iv) availability of infrastructure; and
- (v) mentor support to young entrepreneurs.

These components reflect the integrated, holistic approach to youth issues that has been adopted by the Ministry of Sports, Youth and Child Development.

In 1997, 15 Youth Skills Training Centres were operational with a total enrolment of 650 students (MSYCD 1997), including King George VI National Youth Training Centre which is mainly concerned with training of trainers.

The Action Programme envisages an expansion of the number of training centres, as well as a drastic revision of the courses offered. A policy document related to the Action Programme suggests that each centre would offer a range of five courses per year, with a bi-annual intake of 25 trainees per course (MSYCD 1999). This would result in an annual enrolment of 250 students per centre, as compared with the current average of 25. The content of the courses would be based on a survey of local labour market needs, and the duration would be reduced to 3-9 months (from the current 18 months in most cases). Furthermore, a six-week Enterprise Course would be offered separately at each centre, with an annual enrolment target of 120 students.

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### *Type of skills*

Because of the lack of institutional support for out-of-schools youth, this holistic programme envisages addressing not only training but the social needs of the youths as well, through educational activities, environmental and family education.

Most of the centres provide training in tailoring and carpentry, with some centres providing additional courses in brickwork, metalwork or agriculture. Many of the curricula that are used have been developed centrally, and have become (inferior) copies of the courses provided in the formal training system.

### *Support services*

The holistic approach of this programme suggests that a comprehensive support package should be made accessible for the trainees, for example access to credit.

The centres would also become more involved in the provision of capital for new enterprises. Some centres have managed to use funds from the Youth Enterprise Development Fund and the Constituency Youth Fund to support starting entrepreneurs.

The Action Programme suggests that course graduates should be given priority in the distribution of loans and grants from these funds. In addition, each centre should develop a range of community-based recreation and cultural facilities, and incorporate family and environment education into all training programmes. The Youth Resource Centre should thus become a local base to serve the needs of the youth in the community.

Income-generating activities have been developed in many centres but not very successful. Training and production objectives can be conflictive.

### **Impact:**

Key factors of success/sustainability

- The regular staffing of the centre is important but difficult to finance, to find and to retain. This is a problem to solve here.
- Importance of enterprise-based training. Could be strengthened through the use of apprenticeship here, which is not very common in Zambia.

### **Agency(s):**

Ministry of Sports, Youth and Child Development

Broad-based participation from government, the youth, NGOs, the UNDP, the ILO and the donor community

National Youth Advisory Council implements the project

### **Funding:** Government

Several centres have been 'adopted' by international donors including GDS, JICA, NORAD and the EU.

Much support is provided for the rehabilitation of centres in terms of physical infrastructure, as well as curriculum development and sometimes staffing through volunteers.

The rehabilitation of a 'model centre' in Chioyata was completed in 1998 with support from Australia, which included roofing and plastering of the centre.

In collaboration with the MSYCD, UNESCO has developed a project proposal to support three centres along the lines set out in the Action Programme. The proposal envisages the establishment of basic infrastructure and training facilities, support for curriculum design and initial back-up support to small and microenterprises.

Partly in response to the increasing interest of donors, government increased the capital budget for Construction and Rehabilitation of Youth Skills Training Centres from 150 million kwacha in 1998 to 200 million in 1999 (there was no such allocation in 1997).

Many centres have tried to develop so-called income generating activities to solve the problem of funding, especially regarding staff costs but not very successful.

**Time frame:** 1996 -

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**References, sources:**

Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000.

<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pp14.doc>



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## **National Open Apprenticeship Scheme in Nigeria**

**Name of the project:** National Open Apprenticeship Scheme in Nigeria (NOAS)

**Characteristics of the project:**

*Overview:* Under this scheme, vocational education and training is provided to unemployed youth in over 100 occupations. The programme utilises production facilities such as workshops and technical instructors of private industries, government institutions and, by way of a sub-contracting arrangement, way-side craftsmen and tradesmen (informal economy operators). In addition, a mobile training scheme has been created to reach rural youth.

*Target:* Unemployed youth and school-leavers.

*Brief outline of main innovative, successful features of the project/programme:*

- Attempt at linking education and training and the workplace.
- Trainees are given an opportunity to train under reputable Master Craftsmen.
- The Schools-On-Wheels mobile training programme reaches rural area: innovative way to address rural needs.

*Location:* Nigeria

The Schools-On-Wheels provide vocational training in rural areas.

**Context, identification of needs:** In the late 1980s, the National Directorate of Employment (NDE) was established in the Ministry of Labour and Productivity. The NDE currently operates four main programmes: vocational skills development programme, small-scale enterprise promotion programme, rural employment promotion programme, and special public works programme.

**Description of the project and methodology:**

- Unemployed youth are provided with vocational training under this scheme. To enhance trainees' theoretical understanding of the trade in which they are involved, theory classes are organised every Saturday to complement the practical training received.
- An offshoot of NOAS is the School-On-Wheels (SOW) programme, which is essentially a mobile training scheme designed to provide vocational training to school-leavers and other unskilled persons in rural areas. The programme is of three-month duration, after which the graduates are absorbed into NOAS.
- Another related scheme is the Waste-To-Wealth (WTW) Scheme under which youth are trained in the techniques of converting waste material into useful objects such as snail shells, bamboos and horns into decorative, valuable household goods.

*Type of activities:*

Apprenticeship + theoretical classes once a week.

Mobile training (School-on-Wheels).

*Support services:*

In order to prevent NOAS graduates from falling back into unemployment, NDE launched a resettlement programme in 1991. Under the project, NOAS graduates are provided with equipment to start their own businesses.

*Duration of the training:*

6 months to 3 years for the main programme of apprenticeship.

**Impact:**

- Since its inception in 1987, nearly 600,000 unemployed youth have received training in 80 different trades under the scheme.
- Around 400,000 of these started their own micro-enterprises.
- Over 21,000 youth have benefited from the programme Schools-on-Wheels since its launch.

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- At least 8,000 people have been trained under the Waste-To-Wealth scheme since its inception.
  - Close to 6,000 graduates of NOAS benefited from the resettlement programme.

**Time frame:** 1987- ongoing.

The School-on-Wheels programme and the Waste-To-Wealth scheme started in 1990.

**Agency(s):** NOAS is under the National Directorate of Employment (NDE) in the Ministry of Labour and Productivity.

**References, sources:**

Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000.

<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pp14.doc>

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## Poverty Alleviation Action Project in Uganda

**Name of the project:** Poverty Alleviation Action Project (PAP)

**Characteristics of the project:**

*Overview:* The idea was to provide credit directly to targeted beneficiaries or via Intermediary Entities (IEs) at district level. The funds were to be used to establish income and employment generating micro projects identified by the beneficiaries. A training component will ensure sustainability of the micro projects.

*Target:* The target population includes women, widows, orphans, youth, the disabled, retrenched civil servants and demobilised soldiers. (An estimated 20 per cent of beneficiaries are youth.)

*Brief outline of main innovative, successful features of the project/programme:* Gender-sensitive implementation: beneficiaries are 14,774 women and 9,103 men.

*Location:* Uganda

**Objectives/aims:** The over-arching objective of PAP is the alleviation of poverty among the vulnerable and impoverished communities of Uganda.

**Description of the project and methodology:** The projects had to be identified by beneficiaries themselves or with the help of Intermediary Entities IEs (e.g. NGOs, credit institutions, established community groups or local co-operatives) operating at the district level. The funding of viable income generating activities was expected to account for 77 per cent (reduced to 70 per cent in 1995 following a review) of the total project cost.

IEs were expected to identify beneficiaries' training needs. IEs were also to be sub-contracted to provide training on motivation, leadership, group organisation, savings mobilisation, project implementation, basic financial management and maintenance of physical facilities.

The project was also to provide institutional support involving secondment of a technical advisor, short-term consultancy and training. The training and institutional building component of the project was allocated about 8 per cent of total costs.

To co-ordinate activities, supervise Project District Area Offices and IEs and assess their performance, an Income Generating Support Unit (IGSU) was created at the national level.

*Type of activities:*

Projects include activities such as small scale farming, apiary (bee keeping), oil and grain milling, carpentry, bakery, brick making, handicrafts, cloth manufacturing, trading, etc.

**Impact:**

- The mid-term review by an independent consultant and the Project Completion Report (February 1999) expressed satisfaction with the project, with the latter observing that '... there is consensus among the stakeholders that PAP has succeeded in expanding its outreach by reaching 23,877 beneficiaries of the poorest communities in remote rural areas and has significantly contributed to improving their standard of living'. This was also confirmed by the Federation of Uganda Employers, National Organisation of Trade Unions (NOTU) and government ministries visited during the mission to that country.
- The Project Completion Report also observes that apart from the tangible benefits derived, the project had a psychological impact on recipients, with the beneficiaries (especially women) exhibiting "... high levels of self-esteem, confidence and economic empowerment".

**Agency(s):** Project under the Office of the Prime Minister

**Time frame:** June 1994 -

**References, sources:**

Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000.

<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pp14.doc>

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## **Prime Minister's Rozgar Yojana (India)**

**Name of the project:** Prime Minister's Rozgar Yojana (PRMY)

**Characteristics of the project:**

*Overview:* The project aims at providing wage employment and self-employment for educated, unemployed youth.

*Location:* India

**Context, identification of needs:**

*Identification of the target groups:* Educated unemployed youth 18 – 35 years.

**Objectives/aims:** The scheme envisages compulsory training for entrepreneurs for a period of 15 to 20 working days for the industrial sector after a loan is approved. The scheme is targeted to provide assistance to 220,000 educated youths during the year 1999-2000.

**Impact:**

- An evaluation of this programme (IAMR, 2000) revealed that it generates employment for about 2.4 persons per unit. The employment generation potential is found to be more in the case of industrial units (3.5 persons) than in the service (2.2 persons) and trade (1.9 persons) sectors.
- Training has been useful for an overwhelming majority of the beneficiaries (81 per cent). Many more youth seek assistance under the PMRY.
- However, the taskforce committees of the District Industry Centres (DICs) reject almost half of the total applications. The most important reason behind these rejections is inadequate technical skills. Therefore, the need for more training facilities is being increasingly felt by the youth before setting out on their ventures.
- Also there is a lack of publicity campaigns on the various aspects of PMRY like eligibility, fund availability, skills required and markets. As a result, there is little awareness among the youth about the scheme.

**Agency(s):** Government initiative

**References, sources:**

ILO InFocus Programme on Skills, Knowledge and Employability; Informal Economy, Working Paper No. 8: Training and Skill Formation for Decent Work in the Informal Sector: Case Studies from South India by Amit Mitra, 2002.

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## **Programme to promote the Welfare of Children and Youth in difficult circumstances (Uganda)**

**Name of the project:** Programme to promote the Welfare of Children and Youth in difficult circumstances (PCY) in Uganda

**Characteristics of the project:**

*Overview:* PCY project seeks to enhance the participation of children and youth in the development of Uganda by strengthening institutions and organizations which support youth, including training institutions and programmes.

*Target:* Youth and children.

*Location:* Uganda

**Context, identification of needs:** Children and youth represent about 80% of the total Ugandan population. Any meaningful development of the country needs to take note of the fact that young people constitute the major human resource of Uganda. Therefore it is necessary to invest in the development of this human capital.

**Objectives/aims:**

- The objectives of PCY are to promote intensive networking of all stakeholders in the area of children and youth. Special emphasis is put on strengthening the capacity of the Ministry of Gender, Labour and Social Development, the local authorities and existing structures, such as the youth councils.
- Another focal area is the development of national policies and the design of guidelines for the implementing actors.
- The involvement of the civil society and the private sector is also one of the priority objectives of PCY.
- The development of sustainable and replicable approaches for working with young people.

The preparation of the different policy and guidelines, which benefit children and youth, as well as the different programme activities, will:

- Enhance the capacity of the MGLSD to support and extend the delivery of social service activities to children and youth;
- Enhance the capacity of the local authorities to deliver children and youth services;
- Enhance the capacity of selected NGOs & CBOs to get involved meaningfully and efficiently within the sector;
- Increase the participation of young people in the development process, and
- Stimulate an increased exchange of information between governmental and non-governmental organisations in the children and youth sector.

**Description of the project and methodology:** The project implements activities and provides services as follows:

- Advisory services
  - Institutional
  - Structural
  - Conceptual
  - Strategic
- Training and workshops
  - For different stakeholders such as the MGLSD, local government authorities, NGOs & CBOs, youth organisations and communities;
  - Provision of further professional training for key-stakeholders;
  - Training of youth promoters;

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- Design of training courses for youth workers.
  - Exposure and awareness
    - Regular exposure efforts for civil servants, politicians, NGO/CBO leaders, community leaders and young people themselves;
    - Youth exchanges programmes with Germany.
  - Lobbying and resource mobilisation
    - PCY undertakes intensive efforts to lobby and mobilise resources for the youth sector on all levels, i.e. in communities, districts and nationally.
    - The programme also supports and assists lobbying activities by the different role-players.
  - Children and Youth oriented development
    - Demonstration and implementation of participatory and replicable community based activities, which are aimed at enhancing the livelihoods of young people.
  - Children and Youth Policy
    - Development of guidelines;
    - Development of policies, e.g. youth policy, policies on street children and orphans;
    - National Action Plan on Youth including training material.

**Time frame:** Initiated in 1994.

*Total planned duration:* 11.5 years.

**Agency(s):** GTZ

*Counterpart Organisation:* Ministry of Gender, Labour and Social Development (MGLSD).

*Other Partners:* German Development Service (DED), Local Authorities, National Youth Council, NGOs.

**References, sources:**

GZT website: <http://www.gtz.de/youth/dokumente/pcy%20aussen.pdf>

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## **Promotion of Employment Oriented Vocational and Technical Training**

**Name of the project:** Promotion of Employment Oriented Vocational and Technical Training (PEVOT)

**Characteristics of the project:**

*Overview:* Since 1998 the Ministry of Education and Sports (MoES) implements a sector-wide Education Strategic Investment Programme (ESIP) to address the challenges of Vocational training in Uganda. The GTZ project will contribute in developing a TVET system, which, much more than before, addresses the needs of the labour market and the trainees.

*Target:* Primary school leavers, unskilled people.

*Brief outline of main innovative, successful features of the project/programme:* Demand driven vocational training and education: The purpose of the programme is to assist in developing a TVET system, which addresses the needs of the labour market and the trainees.

*Location:* Uganda

**Context, identification of needs:** In Uganda, the last decade was characterised by a steady economic growth. In spite of this, most enterprises suffer from comparative disadvantages on the international market caused, amongst other reasons, by insufficient qualification of the labour force. In addition to the economic and employment-related problems leading to an economic demand for vocational training, there is a social demand resulting from the introduction of the Universal Primary Education programme (UPE). This programme leads to an enormous increase of primary school leavers who are looking for further education and/or employable skills.

*Identification of the needs:*

Technical Vocational Education and Training (TVET) is offered in technical secondary schools and a variety of vocational training centres, but with little reference to practical skills required by the labour market.

The major constraints of the TVET system are: lack of a national vocational training policy and strategy, inefficient structures and capacity within public institutions, insufficient labour market-orientation, lack of co-operation among stakeholders (Government, employers and employees), insufficient flexibility and limited variety of TVET programmes, insufficient funding and insufficient training of instructors.

**Objectives/aims:**

- The purpose of the programme is to assist in developing a TVET system, which, much more than before, addresses the needs of the labour market and the trainees.
- Also, the project aims to design and test new Business and Technical Vocational Education Training (BTVET) models for this sector. In order to achieve this, a number of different approaches will be used, such as impact monitoring, i.e. tracer studies of trainees.
- The project will assist in the development of user-friendly organisational structures of the non-governmental and governmental institutions: to bridge the existing gap between governmental authorities and the users of the training system, such as the private sector, private training institutions and the trainees themselves.

**Description of the project and methodology:**

- The German contribution consists of three components. In order to optimally combine BTVET and employment promotion interventions, a process and demand driven strategy will be developed, which meets the requirements of the employment market (component I).
- The evaluation and implementation of different models for the promotion of demand and market oriented BTVET (component II) will be carried out on the micro level with public and private training providers in selected pilot districts. A feedback of the lessons learned on policy level through different stakeholder fora is also integral part of the concept, to counteract the fragmentation of the BTVET system.

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- The programme has participated in an ongoing change and restructuring process, which redefines the roles of the public sector (more service, less administration) on the one hand and of the private sector and the civil society (more involvement and responsibility) on the other hand. This consequently puts a focus of the programme on the necessary, long-term support of the relevant institutions on national and local level through organisational development, personnel development and capacity building, enhancement of monitoring and evaluation, etc. (component III).

*Type of activities:*

- In order to achieve a demand oriented TVET system (component I) activities will concentrate on advising stakeholders on matters of redrafting the BTVET and employment policy, as well as on legal and gender issues. Promoting new dialogue and co-ordination structures (meso-level) will help facilitating a continuous and systematic co-operation of public and private stakeholders. This new multi stakeholder approach will be applied when developing a model for a framework for occupational profiles on the basis of competency based training approaches.
- Major inputs will be provided to develop proposals for a demand-driven and sustainable organisational TVET system (component II). Different surveys will be conducted related to the potential for development and employment in selected economic sectors out of which current and future trends on employment market demands and the resulting gender specific qualification and training requirements will be derived.
- Public and private training providers (including business) in selected pilot districts will be selected on the basis of capacity and effectiveness to test new and innovative concepts for formal and non-formal BTVET and employment promotion programmes.
- Through OD and capacity development an effective and client oriented organisational structures for the co-operation between government and the private sector will be promoted (component III). This support will be provided to the partner organisation and non-governmental actors on national and district level as well as to private sector institutions.
- Lastly, the development of proposals for the long-term funding of TVET is an important issue. In future, it is envisaged that the private sector should also assume responsibility for the success of this economically important sector. The projects aim is to start this process together with the key players in this field, involving governmental actors and the private sector.

**Impact:**

*Expected outcomes:*

- On national economic level  
The promotion of the TVET system and the co-ordination with employment relevant activities will lead to an increase of the economic productivity and competitiveness of the national economy in the long term. The involvement of private sector employers will lead to a stronger focus of the activities on the qualification requirements and the potentials of the employment market. Thus, the programme also has a positive impact on under- and unemployment and helps to reduce misdirected investments in the vocational training sector.
- On individual economic level (target group)  
The TVET services will specifically aim at the requirements and the potentials of the different target groups and be closely linked to the employment opportunities on the market. The target groups therefore have improved access to BTVET programmes, and so increase their productive skills and their opportunities for employment. This contributes in the mid- to long term to increased incomes in individual households and therefore improves the general standard of living.

This programme offers for small and medium enterprises, which will be approached directly as potential employers of the trainees, two advantages: on the one hand they will, through adequate structures, have a say in matters of quality and content of vocational training and on the other hand, be able to employ higher qualified staff. This will lead to an increase in the quality of their products in the mid-term, and so enhance the competitiveness, which in turn will lead to an increased income of the companies. Targeted training activities will alleviate the negative competition amongst the workforce.



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**Agency(s):** GTZ

Ministry of Education and Sports (MoES), Ministries, private sector, employer associations.

Financing of the Present Phase (3 years): Euro 3,067,000.

**Time frame:**

*Programme start:* 10/99.

*Total planned duration:* 13 years.

**References, sources:**

GTZ website: <http://www.gtz.de/laender/projekt.asp?PN=0124917&spr=2&Land=Uganda>

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## **Promotion of Vocational Training in Burkina Faso**

**Name of the project:** Promotion of Vocational Training in Burkina Faso

**Characteristics of the project:**

*Overview:* The programme promotes a needs-oriented dual professional education system for the target groups (enterprises and apprentices) in order to improve their performances in the labour market.

*Brief outline of main innovative, successful features of the project/programme:* The project provides a system of dynamic professional education orientated to the real needs of work life.

Special attention is given to integrating young women into the programme.

*Location:* Burkina Faso

**Context, identification of needs:**

- To provide a system of dynamic professional education, orientated to the real needs of work life.
- Special attention is given to integrating young women into the programme.

**Objectives/aims:**

- To contribute to the creation of legal and institutional framework to introduce a system of professional education.
- To conceive and introduce professional training programs in direct collaboration with the partners of the “intervention sector” via craftsmen workshops and training centres.

**Impact:**

- The development of a law and institutional basis of a system of dual professional training.
- There is a national committee that coordinates all partners operating in the field of professional education and assures national acceptance for all appropriate dual professional education measures.
- According to the educational sector’s needs, appropriate education programs (initial, further training and training on special demand) are conceived.
- Capacities of training centres, schools, enterprises and crafts workshops are reinforced.
- Direct interventions concerning professional education take place in three regional centres. Activities are executed in cooperation with DED, which supports two government evaluation and professional education centres (CEFP) in Bobo-Dioulasso and Ouagadougou as well as the catholic professional education centre in Fada N’Gourma.

**Agency(s):** GTZ

*Implementing agency:* Governments of Germany and Burkina Faso

**Contacts:**

E-mail: [gopapfp@liptinfor.bf](mailto:gopapfp@liptinfor.bf)

**References, sources:**

West African Network on Economic and Employment Promotion <http://www.gtz.de/wbf-westafrika/english/projekt04.htm>

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## **Public Works Programme in Egypt**

**Name of the project:** Public Works Programme in Egypt

**Characteristics of the project:**

*Overview:* The programme focuses on generating jobs for youth in poor rural areas.

*Target:* Youth in poor rural area, schools leavers. (Workers were almost exclusively young men.)

*Location:* Egypt

**Objectives/aims:**

- Reducing long-term unemployment through the creation of short-term jobs.
- Providing workers with new skills through on-the-job training.
- Creating permanent employment by enabling school-leavers to acquire technical, managerial and financial skills to enable them to become local small contractors.
- Supporting the development and use of local resources.
- Involving the private sector, the target groups, and the NGOs in the construction and maintenance activities to ensure sustainability.

**Description of the project and methodology:** The projects cover productive infrastructure (irrigation, drainage, protection of agricultural land); economic infrastructure (roads, channels); social infrastructure (public building restoration, potable water provision) and complementary projects (related to health and education). The Social Fund for Development (SFD) has established a network of regional offices that assist in identifying potential projects with the help of local authorities and local communities. At least 25 per cent of the project's budget is spent on labour and at least half of the labourers should be locally recruited. Wages are set at a level below local market wages so as to recruit from the target unemployed group.

**Impact:** By 1997, slightly over 42,000 jobs were created, 90 per cent of which were temporary.

However, costs per job, at US\$ 5,000, were considered high. The cost effectiveness of the projects, however, can be improved.

**Time frame:** 1991-

**References, sources:**

Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000.  
<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pps14.doc>

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## **Reintegration and rehabilitation of children affected by armed conflict**

**Name of the project:** Reintegration and rehabilitation of children affected by armed conflict (Uganda)

### **Characteristics of the project:**

*Overview:* The conflict in Uganda has broken down the fabric of civil society and resulted in the abduction of thousands of children. Rehabilitation into society is necessary for those traumatized children once they have returned. This project aims to give them appropriate skills to help this rehabilitation.

*Target:* Ex-child soldiers

*Brief outline of main innovative, successful features of the project/programme:*

- Community-based programme: involvement of local people in decision-making, planning and implementation (feeling of ownership is important for the project to be successful).
- Adequate equipping of schools and trained teachers.
- Awareness-building through the use of newsletters, leaflets, booklets, posters, features in newspapers, broadcasts.
- New approaches to skills training (apprenticeships, school/home focused agriculture and animal husbandry skills).

*Location:* Uganda, district of Gulu, south-western part of the country.

### **Context, identification of needs:**

*Identification of the target groups:* The project is working with traumatized children, who have been abducted to fight during the conflict but have now returned, and their families and community members. They are youth now and need to be economically and socially reintegrated.

**Objectives/aims:** Overall aim: to enhance the availability, quality and appropriateness of psychosocial counselling, reunion with family members and education and vocational skills development, in other words to develop the basis for the reintegration of war-affected children.

The expected results include: to develop apprenticeship and others forms of community-based hands-on training, and to offer a psychosocial support to traumatized children.

**Description of the project and methodology:** Vocational activities include: children placed with local artisans for skills training, children equipped with tool-kits on completion of their skills training.

Non-vocational activities include: psychosocial support, children reunited with their family, families counselled and supported, enhanced opportunities for self-expression, recreation and participation.

The community is very much involved in this project:

- Programme of community workshops, which are regular open-group events held in community centres.
- A group of community-based, psychosocial support practitioners has been established:
- Family and neighbours: role in consoling, providing advice to and supporting each other.
- Traditional leaders and cultural institutions (elders, healers): recognized status and role in mediating conflicts, providing advice and support, and they perform traditional rituals such as the cleansing ceremonies which are important to returned children's recovery and acceptance.
- Religious groups
- Others community-based institutions (e.g. groups of persons with disabilities, women and concerned parents)
- Officials at local level: role in handling interpersonal conflict situations.
- General community members

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**Impact:**

- A significant number of young people have completed apprenticeship and are either in paid employment or are successfully self-employed (1997-98: 300 children were placed with local artisans for skills training. 267 out of this 300 achieved this training)
- A School/home-focused agriculture and animal husbandry skills improvement programme was developed and implemented.
- Schools have adopted the recommended methods and approaches to helping war-affected children. These schools have improved their infrastructure and equipment base in line with targets set and agreed to in joint planning exercises.
- Communities taking part in the programme of community workshops are implementing community action plans related to children's needs.
- At least 50 per cent of children in programme areas identified as being in need of psychosocial support are involved in structured community based activities. They spend at least 3 hours a week in these activities.

**Agency(s):** A multi-agency working group was established to address the issue of those suffering from the armed conflict, coordinated by the Ministry of Gender, Labour and Social Development (international NGOs, national NGOs, ministries). To maximise the chances of success, implementation of the programme is largely delegated to partner agencies, which build upon existing structures and provision.

**Funding:** Redd Barna (Save the Children Norway), other development partners and the local administration.

**References, sources:**

Including the Excluded: Meeting diversity in education –Uganda and Romania, UNESCO, 2001 available at <http://unesdoc.unesco.org/images/0012/001226/122613eo.pdf>

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## **Rhode Island: Commerce Academy**

**Name of the project:** Rhode Island: Commerce Academy

**Characteristics of the project:**

*Target:* Targets out-of-school youth (OSY), 18 years or over, whom want to develop the vocational and academic skills that are necessary to get and maintain a job.

*Brief outline of main innovative, successful features of the project/programme:* Through work-based and school-based learning activities the curriculum is competency based, and there is a clear list of skills that must be mastered and assessed. Specific outcomes are measured through tracking enrollees at work, and follow up calls at 6 and 12 months have revealed that 105 students out of a total of 304 achieved the Certificate of Workforce Readiness (CWR). 22 per cent of the graduates of the Commerce Academy go onto higher education and 70% of the graduates are placed in jobs.

*Location:* Rhode Island, U.S.A.

**Context, identification of needs:**

- Since 1995, the Commerce Academy has been The Commerce Academy characterises OSY as those who miss out on the back-to-School Opportunities Act of 1998, such as high school drop-outs and recent graduates with weak skills, who have become disconnected (for social or economic reasons) from traditional academic and vocational training.
- Participants are recruited through local advertising in coordination with the welfare department and the department of human services
- The intake is focused on finding motivated participants and making sure that they understand the goals and the objectives of the programme.
- Once enrolled each student completes the APTICOM career interest test, the results of which are used to organise each learner's programme.

**Objectives/aims:**

- The main aim of the program is for participants to secure employment or enter higher education, however there are also interim outcomes such as increased confidence and self-esteem and hope for brighter future.
- Emphasis is placed on the individual development of OSY acquiring specific skills either through the CWR or the Certificate of Industrial Readiness (CIR). The CWR prepares students for entering work in the corporate, non-profit or governmental sectors. The CIR requires attainment of the CWR but in addition provides an advanced credential of industry-specific knowledge.
- In addition learners gain on-the-site exposure to a specific occupation through internships that are part of the overall curriculum.
- All learning is organised in a work related context. Knowledge and skills in each of the key program areas; personal management, communication skills, teamwork skills, workforce literacy skills, technology skills and employability skills, are learned in work related contexts e.g., conflict resolution skills include work-related case studies.

**Description of the project and methodology:**

- School based learning activities: students of the CWR program complete and retain "records of achievement" in a number of work readiness areas:
  - Personal management skills
  - Communication skills
  - Internship
  - Academic skills through GED or high school diploma
  - Literacy skills through JSEP (Job Skills Education Program) computer program for adults
  - Technology skills

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- Employability skills
  - In addition the CIR curriculum covers several skill areas:
    - Phone skills
    - Etiquette
    - Money management
  - Students are also encouraged to continue with post-secondary education, therefore, a field trip to Rhode Island College is part of the program.

Work based Learning Activities are tied to “first Impressions” a boutique style second-hand clothing store operated as a school-based enterprise. There are 2 stages:

- Students work in the store’s back room preparing, marking and ironing the items for sale.
- Towards the end of the program students work in the front as sales clerks, setting up displays and dealing with customers.

Participants attend the Commerce Academy 20 hours per week either for the morning or afternoon sessions (8:30-12:30 or 12:30-4:30). The programme is open-entry/open-exit.

*Other Activities:* There is an informal link with students to other organisations and support services to help with transportation, child care, housing, financial assistance, mental health, emotional counselling and domestic violence issues.

#### *Staff Training*

- All staff attend the State Staff Training and Development conference and are encouraged to take advantage of any relevant staff development training in the area.
- The last Friday of every month is an in-house staff development day.
- In addition the CEF also holds regular meetings to address certain issues or problems that concern individual students, or certain aspects of the program.

#### **Impact:**

- CEF has clear goals and objectives for assessing the impact of their program on their students. The curriculum is competency based, and there is a clear list of skills that must be mastered and assessed. Specific outcomes are measured through tracking enrolees at work, and follow up calls at 6 and 12 months have revealed that 105 students out of a total of 304 achieved the CWR. 22 per cent of the graduates of the Commerce Academy go onto higher education and 70 per cent of the graduates are placed in jobs.
- The Project is sustained through the strong connection that CEF has with the employer community. The self sustained business “First Impressions” run and operated by the students is critical to the sustainability of the program.
- CEF continues to encourage employers to invest in CWR and CIR training to build a stronger and well-prepared workforce for the Rhode Island area.

#### **Agency(s):**

*Implementing agency (s):* The Chamber Education Foundation.

**Funding:** The Program is funded by the State, and until 1999 received an OSY grant from the Department of Labour, the funding is now generated from “First Impressions”.

#### **Contact:**

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**References, sources:**

Final Report for the Out-of-School Youth Demonstration, May 2000, submitted to: US department of Labour, by: Social Policy Research Associates at Brandeis University.

Social Policy Research Associates Brandeis University Evaluation of the School-to-Work Out-of-School Youth Demonstration and Job Corps Model Centres (May 2000) Submitted to the U.S. Department of Labor.

<http://www.chamberedfoundation.org/staff.htm>



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## **“Sunflower” Youth Centre**

**Name of the project:** “Sunflower” Youth Centre

**Characteristics of the project:**

*Overview:* The programme provides youth, aged 12-16, with the opportunity to express themselves through the arts while receiving a vocational education with computers and English lessons.

*Brief outline of main innovative, successful features of the project/programme:* Provides vocational activities, dance music and conversational English lessons to youth 12-16 years.

*Location:* Sarajevo, Bosnia-Herzegovina.

**Objectives/aims:** To provide youth with a ‘safe haven’, and help them develop their skills.

**Impact:** Over 60 youth enrol in the programme each year, and have been able to express themselves through the programme.

**Agency(s):**

*Implementing agency (s):* Balkans Relief Mission and Family Care Foundation.

**Funding:** Balkans Relief Mission

**Contacts:**

Sarajevo, Bosnia-Herzegovina  
Balkans Relief Mission

Project No: E31

Project Managers:

Michel Ramond and Bernadine Wolford

**Contact info:**

Mike.ray@bih.net.ba

**References, sources:**

Family Care Foundation Web site: <http://www.familycare.org/network/e31.htm>

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## **Support to Poverty Eradication through Decentralized Governance and Private Sector Development**

**Name of the project:** Support to Poverty Eradication through Decentralized Governance and Private Sector Development

### **Characteristics of the project:**

*Overview:* This programme is global and not only focused on training, but on the Development of Private sector.

The Programme covers the economic, physical, legal, regulatory and institutional framework under which businesses function, emphasising an integrated approach. The support programmes ensure that all ingredients essential for a business to start, operate and expand are available and accessible. It assists enterprises to continuously improve their efficiency and effectiveness.

*Target:* Activities are targeted at unemployed educated youth by encouraging sub-contracting, licensing and franchising arrangements.

*Brief outline of main innovative, successful features of the project/programme:*

- Integrated approach to private sector development, including training of unemployed youth.
- It underscores the importance of efficient decentralisation of governance through the promotion of the private sector.
- Grassroots-based approach.

*Location:* Uganda

Eight District centres have been established, and two more will be added soon out of a total of 45 districts in the country.

**Description of the project and methodology:** The activities include business advisory services, research and technology development, standardisation and quality control, and strengthening private sector associations, among others. The strategy for implementation hinges on harnessing local expertise and capabilities, such as financial intermediaries, training institutions, private sector associations, university and vocational training students and graduates, retrenchees, etc.

The activities are coordinated by District Private Sector Development Promotion Centre. Eight centres have been established, and two more will be added soon out of a total of 45 districts in the country.

A typical district office has a staff of seven members: a promotion officer, a micro-finance specialist, a finance officer, programme adviser (who is usually an expatriate) and support staff. All private sector associations in the districts together constitute the Steering Committee of their Promotion Centre. Wherever possible, local resources are utilised.

Trainers are drawn from the local pool of available technical skills, to which business skills are added. This way, local resources are used to create local businesses, which are in turn used as part of the resource base. The national office is now working towards standardising the framework.

*Type of activities*

Youth are provided with internship, apprenticeship and other programmes.

**Impact:** Interviews with PSDP officials and the UNDP programme officer suggest that the programme has been successful. Officials interviewed highly recommend it for adoption in other countries. It is a self-generating programme which is sustainable. It takes development to where the people are and empowers them to own the processes and outcomes.

Key factors of success/sustainability of the Private Sector Development programme

- Self-help: stakeholders share responsibilities as well as the costs of programmes;
- Integration and inclusiveness: programmes are designed to reinforce each other in a cost-effective manner to meet common goals;
- Collaboration: stakeholders collectively mobilise resources to meet the challenge at hand;

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- Capacity building: building and strengthening capacities in both the public and private sectors in order to improve competitiveness, efficient and effective utilisation of resources;
  - Effective delivery mechanisms: through a judicious mix of credit, training, managerial and technical advice;
  - Continuous private-public dialogue: through the creation of a forum allowing civil society participation in policy dialogue;
  - People's participation: use of interactive and consultative processes in the formulation and implementation of policies and programmes.
  - A unique aspect of this project is that it has moved away from the traditional top-down approach, to a grassroot-based approach. One clear advantage of such an approach is that it engenders ownership of programmes and hence promotes self-reliance and sustainability.

**Agency(s):** The programme is part of the UNDP/Government of Uganda Country Co-operation Framework for the period 1997-2001.

*Ministry of Planning and Economic Development*

The national programme office provides only the framework for the programme, leaving the district offices to identify their own issues. National level training is provided to build capacity at the district level. Each district has its own governance structure, with the District Private Sector Development Promotion Centre co-ordinating all activities.

**Time frame:** Started in October 1997.

**References, sources:**

Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000.

<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/ppp14.doc>

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## **Technical Education, Vocational and Entrepreneurship Training Policy (Zambia)**

**Name of the project:** Technical Education, Vocational and Entrepreneurship Training (TEVET) Policy

### **Characteristics of the project:**

*Overview:* In the 1990s, it became increasingly clear that the education and training system in Zambia catered for a shrinking formal labour market that provided very few job opportunities for new entrants. An overhaul of the institutional structure and organisation of training in Zambia to address the needs of the market was necessary. In March 1996 an outline of the new Technical Education, Vocational and Entrepreneurship Training (TEVET) Policy was published.

*Target:* Youth

*Brief outline of main innovative, successful features of the project/programme:*

- The objective is to improve productivity in both the formal and informal economy.
- Market-sensitive perspective.
- Gender-sensitive elements.
- National perspective.

*Location:* Zambia

### **Context, identification of needs**

In the early 1990s, an economic reform programme started in Zambia. The review of education and training policy was initiated in this context. The legislation was put in place in 1998 (the Technical Education, Vocational and Entrepreneurship Training Act, No. 13 of 1998).

Technical education and training in Zambia is provided through public institutions, private commercial organisations and NGOs, which add up to hundreds of institutions. Many of the public institutions are in a deplorable state. Infrastructure has broken down, equipment and training materials are short in supply, outdated or totally inadequate, and student services are poor. The institutions have been unable to retain the staff required for efficient and effective delivery of the training programmes. Furthermore, few of these programmes have been reviewed or updated regularly, and they continue to cater for jobs in the formal sector that no longer exist. Faced by a number of logistical, financial and other constraints, the educational and training system has not been able to respond to the changing labour market conditions and the broader economic environment in which it is operating.

### **Objectives/aims:**

The TEVET Policy aims to facilitate the transition of the education and training system from a supply-led system providing skills that are increasingly irrelevant, to a demand-led and flexible approach to education and training.

- The economic objectives are to improve productivity in both the formal and informal economies; promotion of entrepreneurship, entrepreneurship and economic participation; development of a Zambian society with people that will be versatile, creative and employable, entrepreneurial and productive; provision of qualitative training for imparting appropriate vocational skills; promotion of a rational use of local resources; and to promote the empowerment of women.
- The social objectives are to provide skills and opportunities that will respond to Zambia's needs such as poverty alleviation, improved housing and improved health care; to instil a culture of preventive maintenance and to stimulate the development of quality assurance; to provide access to training opportunities to all in the community; to inculcate a culture of entrepreneurship and promote self-reliance; and to ensure greater participation of women in the development process.

**Description of the project and methodology:** The current strategy in Zambia has been designed around major institutional and organisational changes. At the central level, the functions of the TEVET Authority are to regulate, monitor and co-ordinate technical education, vocational and

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entrepreneurship training in consultation with industry, employers, workers and other stakeholders. At the level of existing training institutions, Management Boards are to be established that monitor and record local training needs in the formal and informal economy and design appropriate responses.

The TEVET Authority will consist of three departments:

- DTSS Directorate of Training Support Services (Examinations; Inspection, Registration and Accreditation; Curriculum Development and Advisory Services).
- DTS Directorate of Training Standards (EISD, ILSS, Institutional Management and Human Resources Planning).
- DFA Directorate of Finance (processing of funding applications by training institution, keeping the accounts of the Authority, etc.).

Each Department is subdivided into several units. Within DTSS, a Unit will be established dealing with Entrepreneurship and Informal economy Development, EISDU. EISDU will work closely with the units responsible for labour market monitoring and curriculum advice, as well as with training and service providers. Labour Market Monitoring and Analysis is part of the unit for Industrial Liaison and Student Services (ILSS). LMMA will undertake or commission special labour market surveys in the formal and informal economies. ILSS will also monitor local labour market trends and assess labour market needs in collaboration with local industry.

Links will be established between the EISDU at the central level and Entrepreneurship Development Centres (EDCs) at the level of individual institutions. EDCs can be viewed as the 'operational end' of the TEVET system as regards entrepreneurship development. They will facilitate development of entrepreneurship both through the TEVET institutions and through linkages with existing micro enterprise support institutions. EDCs will develop training materials, collect information on micro enterprise support institutions, develop guidelines, etc.

**Impact:**

*Key factors of success/sustainability:*

- Decentralisation.
- Reduced role of government (coordination 'control).
- Emphasis on flexibility in training provision.
- Emphasis on training for self-employment.

*Shortcomings:*

- The implementation of the TEVET Policy has proved to be slow and difficult.
- Confusion and frictions concerning tasks and responsibilities amongst the different implementing agencies.
- Insufficient resources: much of the requirements for the new TEVET Policy, including staff development and infrastructure, have also not been met.
- The institutions of the programme cater for a very small proportion of youth. Most youth drop out of the educational system at an earlier stage, upon completion of primary education or even before.

**Time frame:** 1998- .

**Agency(s):**

Government of Zambia

Different public and private agencies implement the project.

**Funding:**

Government of Zambia.

Funding for certain components of the new policy has been secured through a number of external donors, including the Danish and Dutch governments.

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A shift of the responsibility for training costs towards the beneficiaries of training is envisaged; these include not only the trainees, but also industry and the informal economy.

**References, sources:**

Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000.

<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pps14.doc>

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## **Third Technical Education Project in India**

**Name of the project:** Third Technical Education Project in India

**Characteristics of the project:**

*Overview:* The Project will assist the industrially, and economically under-developed remote states of the North-eastern region, to expand capacity, and improve the quality of technical education to meet specific economic needs of each state.

It will also increase the access of disadvantaged groups - i.e., women, and rural youth - to technical education, and training.

*Target:* Disadvantaged groups: women, and rural youth.

*Location:* India, North-eastern region

**Context, identification of needs:**

*Identification of the target groups*

- Students completing 10-12 grade, who wish to develop specialized skills for employment; about 8000 regular students will be enrolled in project polytechnics and over 2500 students will graduate every year after all new programs are introduced.
- Tribal people and women from low and middle-income families will constitute the majority of students.
- The continuing education and non-formal training programs will primarily cater to the needs of youth (largely from rural and urban poor families); about 10,000 persons are expected to undergo such training during the project period.
- The polytechnics will serve the needs of small and medium industries and various government departments through training of quality manpower, continuing education programs, and consultancy services.
- Community service activities of the project polytechnics will be targeted to cover 8-10 villages or about 500 poor households near each polytechnic during the project.

**Description of the project and methodology:**

The components will:

- (1) develop and expand capacity, by establishing six new educational polytechnics, and a skill development centre. Existing polytechnics will be strengthened, with the introduction of new programs. Continuing education, and non-formal training programs, will be introduced per industry requirements, and community needs, providing student, and faculty housing facilities;
- (2) enhance the quality of education, by modernizing existing laboratories, and workshops, developing, and revising curricula to meet labor market needs, and entrepreneurial requirements. Learning resources will be improved, promoting interaction with industry, and community members; and,
- (3) improve efficiency of state boards, council, or directorates in dealing with technical education, by conducting research studies for systemic reforms, instituting computer-based project, and financial management systems, and providing substantial academic, and financial autonomy to project polytechnics.

**Time frame:** The expected implementation period is December 1, 2000 to December 31, 2005. The Project is expected to close on June 30, 2006.

**Agency(s):** World Bank

**References, sources:**

World Bank project proposal, 2002:

[http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2000/11/23/000094946\\_00082205324960/Rendered/PDF/multi\\_page.pdf](http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2000/11/23/000094946_00082205324960/Rendered/PDF/multi_page.pdf)

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## University of Cooperative Education

**Name of the project:** University of Cooperative Education (UCE)

**Characteristics of the project:**

*Overview:* UCE was conceived as a new kind of practice-oriented higher educational institution. The involvement of companies as active partners in the educational process results in highly qualified and experienced graduates. UCE offers an alternative to traditional university education.

*Target:* Youth

*Brief outline of main innovative, successful features of the project/programme:*

- The programme tries to fill the gap between the needs of the enterprise and the existing teaching and training curricula (or between qualifications obtained and skills required), taking into account economic, technological and social developments of the market.
- The dual partners 'university' and 'enterprise' have an equal say in designing training goals and contents à Cooperation between UCE and training companies.
- Great importance is attached to dual learning locations by rotating practical training phases and studies at university.
- A mixed teaching staff, consisting of both professors and practitioners, hold academic responsibility.
- It is a good example of reproducing a good practice in another context.

*Location:* The project has been developed in Germany, in the state of Baden-Württemberg. (10 regional locations); GTZ was planning to reproduce it in Colombia in 2001 (see GTZ website reference, June 2000).

**Context, identification of needs:** The dual system of learning, which involves employers as well as state-run teaching institutions in the provision of practice-oriented education, has a long tradition in Germany. The University of Cooperative Education represents the extension of this dual system of learning into the field of higher education.

*Identification of the target groups:*

The project doesn't really target the disadvantaged youth, but as the objective is to better fit the needs of the employers, obviously it is a measure against youth unemployment.

*Identification of the needs:*

The programme tries to fill the gap between the needs of the enterprise and the existing teaching and training curricula (or between qualifications obtained and skills required), taking into account economic, technological and social developments of the market.

**Objectives/aims:**

- To unite the resources of state institutions of higher education and professional training facilities in a joint effort.
- To respond to employers' demands for a more work-oriented approach to higher education.
- To offer school leavers an attractive alternative form of higher education.
- To reduce the time students spend in higher education: three years at the Berufsakademie, as opposed to an average of six years or more at traditional German universities.
- To share the cost of higher education between employers and the state.

**Description of the project and methodology:** In 1974 the first steps were taken in the state of Baden-Württemberg to set up a new kind of practice-oriented institution of higher education, the Berufsakademie, involving the cooperation of employers as well as the state in providing educational and training facilities - dual system of learning. The programme combines three years of study and training.



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*Type of activities:*

All academic Departments within the three Faculties follow the same organisational pattern: study programs and training facilities. All of them award a German 'Diplom' as the Berufsakademie degree, called "Diplom BA".

*Type of skills:*

Business Administration, Engineering, and Social Work.

**Impact:**

- In 2003, there are 10 regional locations of UCE in Baden-Württemberg, with roughly 18,000 students and involving the cooperation of some 5,000 companies.
- The Berufsakademie has expanded much faster than the planners originally anticipated. Steadily increasing student numbers reflect the growing demand in business, industry and social institutions for junior staff with a practice-oriented educational background.
- Almost 90 per cent of graduates already have a work contract when they sit their final examinations.
- The typical employer will offer a traineeship to a Berufsakademie student with the firm intention of ultimately taking the successful graduate into permanent employment.

**Time frame:** UCE was established in 1974; on-going.

**References, sources:**

Colombia. Post Secondary Dual Vocational and Technical Education – University of Cooperative Education, GTZ website, June 2002,

<http://www.gtz.de/laender/projekt.asp?PN=9810292&spr=2&Land=Colombia>

Berufsakademie Baden- Württemberg [http website: www.ba-bw.de/home.php?sprache=2](http://www.ba-bw.de/home.php?sprache=2)

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## **Vocational Education Reform Project in China**

**Name of the project:** Vocational Education Reform Project in China

**Characteristics of the project:**

*Overview:* In support of labour market development, economic restructuring, and state-owned enterprise reform, the Vocational Education Reform Project will: improve and increase the supply of skilled labour to meet labour market demands; raise the quality and efficiency of the vocational education and training system; and build up capacity for monitoring, evaluation and dissemination of pilot experiences and replication. The project will have the following components: development of key schools for vocational education; improvement of management and planning of vocational education; and support of project management.

*Target:* Youth generally

*Location:* China (the provinces of Jiangsu, Guangdong, Liaoning and Shandong and Tianjin Municipality)

**Objectives/aims:**

The project would develop about 80 existing key schools into model vocational education centers in areas where demand for skilled labor outpaces supply. The programs and procedures introduced in the schools would be tested under the project and, if successful in efficiently producing well-trained students with skills in great demand, would be replicated elsewhere.

Assistance to each school would be focused on only one or two of the following specializations in strong demand by the local economies: electronics and electrical engineering; mechanical engineering, including machinery and automobiles; construction; light manufacturing; road and traffic engineering; computer applications; and the chemicals industry.

**Impact:** Based on comprehensive development plans prepared independently by each school, teaching of the focal subjects and overall efficiency of the schools would be enhanced by: a) upgrading training facilities and equipment for the focal subjects (95 per cent of total project costs); and b) providing advisory assistance and/or training (5 per cent of total project costs).

**Agency(s):** World Bank

**Time frame:** Approval date 07/02/1996; Closing date 12/31/2002

**References, sources:**

Implementation Completion Report. Vocational Education Reform Project, World Bank, 17 June 2003: [http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2003/06/19/000160016\\_20030619130027/Rendered/PDF/261290CN0ICR.pdf](http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2003/06/19/000160016_20030619130027/Rendered/PDF/261290CN0ICR.pdf)

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## **Vocational Training for Rural Women & Youth (VTW)**

**Name of the project:** Vocational Training for Rural Women and Youth (VTW)

**Characteristics of the project:**

*Overview:* This programme aims to address the problem of unemployment amongst young people and women in rural areas. The idea is to restructure the vocational training system to match the skills of the youth/women and the needs/constraints of the labour market.

*Target:* Unemployed youth and marginalized women.

*Location:* Sri Lanka

**Context, identification of needs:** High unemployment levels among youth and the marginalisation of women in rural areas is a serious political and social issue. There exists a mismatch between the skills and aspirations especially of rural youth and the inability to obtain gainful employment. The sustainability of Vocational Training Institutes (VTIs) and their ability to provide employment-relevant training has also been a serious concern. There has been considerable effort by the Government of Sri Lanka to address these issues by restructuring the vocational training system (i.e. Tertiary and Vocational Education Commission) and the introduction of required support structures for providing market relevant training.

**Description of the project and methodology:** The project acts primarily as a laboratory to test and fine-tune innovative vocational training packages that could contribute to the improvement and enhancement of the quality and relevance of vocational training. The project aims to strengthen its partner organisations to provide sustainable employment-relevant vocational training in line with market demands. The project is designed to increase access to wage and self-employment for vocational trainees and, thereby, raise their living standards and future prospects. The project also contributes towards the replication of the tried and tested approaches through the development of Manuals, Guides and Handbooks, which are available in English, Sinhala and Tamil.

**Time frame:** The VTW project has been operating since 1996 in the Central and North Western Province and in the Southern Province since 2001.

**Agency(s):**

The Project works in partnership with the National Apprentice and Industrial Training Authority (NAITA), and The Vocational Training Authority (VTA) of the Ministry of Tertiary Education & Training. In addition, the project works in collaboration with the Don Bosco Technical Institute of Kandy, and the Siri Dhammaratana Technical Institute Godauda in the Southern Province.

GTZ assistance is given by way of external specialist consultants in the form of needs analysis for training and support services, market studies, feasibility studies, training of trainers (related to technical skills as well as enterprise development and gender), co-financing of equipment for pilot programmes, curriculum development, and organisational development for partners.

**References, sources:**

GTZ website 2003: <http://www.gtz.de/laender/projekt.asp?PN=9820085&spr=2&Land=Sri+Lanka>

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## **Young Women's Christian Association Projects**

**Name of the project:** Young Women's Christian Association (YWCA) projects

**Characteristics of the project:**

*Overview:* The YWCA's Mission Statement emphasises its dedication to the empowerment of women in order to achieve a better community. The organisation is active in advocacy and services provision in the area of civic rights, in particular those of women. It also promotes self-reliance through the provision of business and other skills, as well as through the development of micro credit programmes.

*Target:* YWCA projects ensure that youth constitute 25 per cent of participants.

*Location:* Zambia

**Description of the project and methodology:** In the 1960s activities expanded to include basic training for out-of-school youth, such as literacy training, tailoring and typing. Although the current programmes still include traditional forms of skills training for women, the emphasis has shifted to non-traditional skills such as spinning and weaving, ceramics, fish farming and oil pressing.

The Small Business Development Project (SBDP) was initiated in 1993. The project aims to alleviate poverty among vulnerable groups in the Zambian society - women and youth, through the provision of business skills training.

**Impact:** By the end of 1997, a total of 644 persons had been trained, 70 per cent of whom were women. More than 50 persons successfully completed the ILO-supported 'Improve Your Business Training of Trainers' courses. Although most of the income of the YWCA comes from international donors, activities in the field of training have attained some degree of self-sufficiency. Training and related services generated 33 per cent of the operational costs of these activities in 1997.

**Agency(s):**

Young Women's Christian Association (YWCA).

Volunteers implement the project.

**Funding:** Although most of the income of the YWCA comes from international donors, activities in the field of training have attained some degree of self-sufficiency.

**References, sources:**

Strategies to Combat Youth Unemployment and Marginalisation in Anglophone Africa, ILO/SAMAT Discussion Paper No. 14, Godfrey Kanyenze, Guy C.Z. Mhone, Theo Sparreboom, International Labour Organization, (ILO/SAMAT) Harare, Zimbabwe, 2000.

<http://www.ilo.org/public/english/region/afpro/mdtharare/download/discussionpapers/pp14.doc>

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## Youth Albania Parcel Service (YAPS)

**Name of the project:** Youth Albania Parcel Service (YAPS)

**Characteristics of the project:**

*Brief outline of the project/programme:* Established through UNICEF, the YAPS programme follows the 'social business model' in order to place young people with physical disabilities, migrants, orphans and Roma into mainstream employment.

*Location:* Albania

**Context, identification of needs:** The pace of change in Albania has had an effect on the most vulnerable in society, in particular young people, including those with disabilities. In order to ensure that young people are better able to harness some of the opportunities of an emerging free market for their own benefit, UNICEF Albania is working alongside the private sector in the development of the Youth Albania Parcel Service (YAPS) Social Business project exclusively employing such disadvantaged youth.

**Objectives/aims:**

- Identify and mobilize new sources of human and financial support to supplement state sponsored social protection services for homeless and disabled youth: particularly livelihood strategies for young people leaving institutionalised care settings.
- A YAPS job acts as the best possible strategy for reintegration of youth with disabilities into productive participation in society as adults.
- Demonstrates an effective alternative to the dependency model of social protection.
- Hopes to reduce social stigma on vulnerable and disadvantaged social groups.
- Application of commercial profit making principles to generation of resources for social protection.
- Sustained involvement of the private sector in supporting above initiative.
- YAPS employs 32 youths who are orphaned, disabled, or suffer other disadvantages in a profitable business endeavour.
- Training and skills development: The YAPS work force (a pool of 50 workers) receives six months of training in business communication, accounting, literacy/numeracy, vehicle operation, road safety and English language.
- As a result of the visible YAPS operation and the high productivity/quality control achieved by the young YAPS workforce, social stigma and public awareness of social inclusion for disadvantaged groups is addressed.

**Description of the project and methodology:** The social business virtuous cycle: a method of using market forces to generate funds for social empowerment. In the case of YAPS a parcel service employs the most socially excluded youth providing them with a clear pathway to productivity, self esteem and independence.

When the business becomes profitable its owners - a public and private sector foundation - assess a variety of other social needs and direct profits toward them. Along the way a powerful engine of social development is created which stimulates a number of valuable social investments. The virtuous cycle diagram attempts to map out some of these investments and positive benefits.

**Impact:** Young People are provided with employment, however they also benefit from building up their self-esteem and confidence through the project.

**Agency(s):**

UNICEF; the business project is under the management of the Don Bosco Foundation. Funding: Italy-Banca Intesa BCI.

**Time frame:** Established June 2001.

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**References, sources:**

UNICEF – Albania, YAPS project: [www.unicef.org/albania/what\\_we\\_do/yaps.htm](http://www.unicef.org/albania/what_we_do/yaps.htm)

Social Businesses and social exclusion in transition countries: the case of Albania  
[http://www.unicef.org/albania/what\\_we\\_do/rulihoxa.pdf](http://www.unicef.org/albania/what_we_do/rulihoxa.pdf)

Rehabilitation of vulnerable groups through social business schemes in countries in transition: The YAPS case study (PDF, 11k)

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## **Youth Employment and Training Program**

**Name of the project:** Youth Employment and Training Program

**Characteristics of the project:**

*Overview:* The Youth Employment and Training Program of the Human Resource Council, District XII, in Butte, Montana, assists economically disadvantaged youth, at-risk of dropping out of high school, in the transition from school to work in five Montana counties.

*Brief outline of main innovative, successful features of the project/programme:*

- Participants can receive individual counselling both in terms of career planning and assistance with personal problems.
- The Limited Internship Program provides paid work experience opportunities and training at private sector work sites to youth program participants.
- During the supervised internship, the youth program counsellor coaches both the participant and the supervisor to assure the training is meeting the participant's and the employer's goals.
- At the same time, program staff work with the participant's school to ensure that academic needs and goals are also being met.
- The Work Experience program provides additional on-the-job training and supervision for those who need a transitional experience between pre-employment activities and the internship program.

*Location:* Butte Montana, U.S.A.

**Context, identification of needs:** Assisting at-risk youth in their transition from school to work: the participants in the School-to-Work program receive a broad array of services, including pre-employment activities, career and aptitude assessments, individual counselling on goals and objectives, motivational workshops, life skills training and remediation, work experience, and internships in careers that best fit their interests and career goals.

**Objectives/aims:** To develop a comprehensive program of training, counselling, employment, and educational services to assist at-risk youth in danger of dropping out of high school to make the transition from school to work. The program aims to increase motivational skills, and through job training, increase employability skills to improve their marketing skills for the local job market.

**Description of the project and methodology:**

- Pre-employment activities help participants determine employment goals and increase job readiness skills; includes remedial and basic education, job search techniques, motivational support and skills training.
- Participants can receive individual counselling both in terms of career planning and assistance with personal problems.
- The Limited Internship Program provides paid work experience opportunities and training at private sector work sites to youth program participants. During the supervised internship, the youth program counsellor coaches both the participant and the supervisor to assure the training is meeting the participant's and the employer's goals. At the same time, program staff works with the participant's school to ensure that academic needs and goals are being met.
- The Work Experience program provides additional on-the-job training and supervision for those who need a transitional experience between pre-employment activities and the internship program.
- The programs not only help participant's meet educational goals and find employment; it also assists participants in developing higher self-esteem, career planning, and identifying opportunities for continuing education.

**Impact:** A profile of the program showed that of 163 participants, 85 returned to school at the beginning of the school year. Job placement was at 58 per cent, with 28 per cent of the participants completing an additional year of school.

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**Agency(s):**

*Implementing agency:* Human Resources Council, (A Community Action Agency - CAA).

**Funding:** State, District #1 Council for Vocational Education.

**References, sources:**

Assisting At-Risk Youth In The Transition From School To Work:

[http://communityactionpartnership.com/research/rural\\_projects/text/butte.txt](http://communityactionpartnership.com/research/rural_projects/text/butte.txt)

Community Action Agency, <http://communityactionpartnership.com/about.asp>



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## **Youth-Lead Pacifika**

**Name of the project:** Youth-Lead Pacifika

**Characteristics of the project:**

- This project is part of the Pacific Youth Strategy 2005 adopted by the Pacific Youth Ministers during their meeting in French Polynesia in June 1998.
- This Strategy includes 6 programmes, amongst them the Youth-Lead Programme.
- The Strategy focus includes: inadequate education opportunities, lack of employment opportunities.

*Target:* Youth in the Pacific region.

*Location:* Pacific region (Regional project)

**Objectives/aims:** Youth-Lead Pacifika focuses on capacity building and skills development to ensure youth leaders and youth organisations can contribute positively toward national development.

**Description of the project and methodology:**

- Promote special educational programmes focusing on skills development to accommodate young people dropping out of the formal education system.
- Design and conduct in-country training programmes for youth leaders in areas such as leadership; management and administration; policy development; organisational behaviour and development; team work, project planning, management and evaluation; self-motivation; personal development and efficiency programmes; managing change; problem-solving; effective communication; negotiation; and interpersonal skills.
- Design and conduct periodic specialist train-the-trainers courses in the above topic areas in order to build up a pool of trainers in the region.
- Promote the concept of exchange programmes or study tours/attachments within the region and beyond to provide youth leaders and young people with the opportunity to exchange experiences and learn from each other.
- Introduce a regional educational pilot project for young people, focussing on promoting nationalism (national pride), and patriotism (sense of identity), through the school system (social studies) or special programmes through NGOs.
- Include the concept in the 'teacher training' courses in member countries.

**References, sources:**

<http://www.spc.int/youth/communique/communique.htm#PROGRAMME%20III:%20YOUTH-LEAD%20PACIFIKA>

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## Youth Opportunities Project

**Name of the project:** Youth Opportunities Project

**Characteristics of the project:**

*Brief outline of main innovative, successful features of the project/programme:* The program provides informal and formal education to both in-school and out-of-school youths. Activities include computer training and keyboarding, reading and language arts instruction, math instruction, employment training and counselling, and job placement services.

*Location:* Florence County, South Carolina, U.S.A.

**Context, identification of needs:**

- The youth population of Florence County, South Carolina, had a high rate of school dropouts, who exhibited low reading and mathematical skills, and performed poorly on South Carolina's high school exit examination.
- Youth worked with counsellors and staff to form productive mentoring relationships.

**Objectives/aims:** YOP clients reported that the greatest life obstacles they face are associated with transportation, day-care services, lack of respect from others, peer pressure, lack of parental support, poor study habits, need for tutoring, lack of self-discipline, hostility, rejection, teen parenthood, delinquency, and lack of friends. The kinds of developmental support that youths get from their relationships with mentors are in direct response to these expressed needs.

**Description of the project and methodology:**

- Centre-based activities include computer training and keyboarding, reading and language arts instruction, math instruction, employment training and counselling, and job placement services.
- Working with YOP counsellors and occasional travel activities help to seal the mentoring relationships between clients and the staff and counsellors.
- Youth who participate in YOP form developmental relationships with staff members and volunteer mentors. The developmental support model created through these relationships addresses four elements of a youth's development: physical, cognitive, social, and emotional.

**Impact:** YOP served 93 youths during its two-year DPP grant period; 57 youths were in school and 36 were out of school. Participants' self-esteem and disciplinary records improved noticeably. Of the in-school youths, 47 improved their attendance frequencies to become statistically equivalent to other students; 41 youths advanced to the next grade level and three went onto higher education. All 36 out-of-school clients received word processing and bookkeeping instruction. Twelve of these clients achieved all of their vocational goals, six were prepared for or had earned their General Equivalency Diplomas (GEDs), and eight opted to pursue the standard state high school diploma. Twelve other clients entered adult education programs, one enrolled in a technical college, and two took courses to qualify for regular college admission.

YOP's employment counselling and job placement services were successful in finding jobs for 31 youths and apprenticeships for six others.

**Time frame:** Despite its success in many areas of youth development, the Youth Opportunities Program ended after the two-year DPP grant because of lack of funding.

**Agency(s):** The Pee Dee Community Action Agency (PDCAA) formed partnerships with the South Carolina Department of Social Services, Poyner Adult and Community Education Centre, Palmetto Vocational Centre, and Florence/Darlington Technical College to provide a centre-based program of training and counselling for at-risk youth

**Funding:** The partners received a Demonstration Partnership Project grant from the U.S. Department of Health and Human Services to establish the Youth Opportunities Program (YOP).

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**References, sources:**

'Providing Education, Job Training, and Other Opportunities to At-Risk Youth'

[http://communityactionpartnership.com/research/rural\\_projects/text/yop.txt](http://communityactionpartnership.com/research/rural_projects/text/yop.txt)

Community Action Agency, <http://communityactionpartnership.com/about.asp>

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## **Youth Town'**

**Name of the project:** Youth Town

**Characteristics of the project:**

*Target:* Former refugees and homeless youths.

*Brief outline of main innovative, successful features of the project/programme:* To help homeless youths reintegrate into Liberian society providing them with vocational skills training, trauma counselling and micro credit lending. (Most of the recipients are women involved in production).

*Location:* Liberia

**Description of the project and methodology:** American Refugee Committee's (ARC) microcredit program extends small loans (\$100 to \$150) to returning refugees who organize in small groups to start or improve a small business. The program targets women and businesses involving production.

ARC now runs the largest and most successful microcredit program in Liberia. As of October 2000, it had lent more than \$476,000 to 709 groups composed of 3,600 clients. Business activities include production of charcoal, soap, bricks, tiles, aluminium pots; services including auto repair, fish preservation, tailoring, brake lining and auto repair, and retail sales of palm oil, dry goods, used clothing, vegetables and rice.

Homeless Youth Center. ARC developed a program to aid the large population of homeless youths, most of whom are ex-combatants, living in Monrovia. In 1999, ARC began renovating an old Boys Town complex, where it operates a rehabilitation and training program for 90 troubled youths. Services include vocational training, literacy, counselling, graphic arts, agriculture and recreation. In addition, the local community benefits from the project through a medical clinic and day school for youths in the area. ARC stepped up the agricultural program in 2001 to increase the amount of food produced on the 150 available acres of land.

Trauma Counselling and Peace Building. ARC has designed a program to reduce ethnic tensions and war-related stress in Liberia. Trained trauma counsellors offer services to microcredit clients and peace-building workshops are held across the country.

**Agency(s):**

*Implementing agency (s):* American Refugee Committee (ARC).

**Time frame:** Established in 1999, this program was suspended in June 2002 pending new funding opportunities and improved security.

**References, sources:**

American Refugee Committee website: <http://www.archq.org/liberia.shtml>