YOUTH AND LIVELIHOODS
ANNEX

Investing in a Youth Dividend

An analysis of donor strategies, programs and funding for youth and livelihoods in conflict- and crisis-affected contexts

FEBRUARY 2012

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Note to Reader

The Youth and Livelihoods team in the International Rescue Committee's Child and Youth Protection and Development (CYPD) unit commissioned Lyndsay McLean Hilker and Erika Fraser to produce this annex in 2011. Based on an in-depth desk-based review and interviews with representatives from key donor agencies, the analysis includes trends in donor strategies, programs and funding. The annex has a specific focus on youth livelihoods development in conflict- and disaster-affected contexts, covering youth education and skills training, employment promotion, and livelihoods strategies.

The content included in this annex was up to date, as of November 2011. However, the IRC recognizes that the field of funding will continue to change. This annex is intended as a baseline, and new changes and updates will be reflected in future reports.

Contact
Children@Rescue.org

International Rescue Committee
Agency Headquarters
122 East 42nd Street
New York, NY 10168
U.S.A.
+1 212 551 3000

Mission Statement
Founded in 1933, the IRC is a global leader in emergency relief, rehabilitation, protection of human rights, post-conflict development, resettlement services and advocacy for those uprooted or affected by violent conflict and oppression.

The IRC's **Child and Youth Protection and Development (CYPD)** unit works to prevent and respond to violence against children — and their abuse, exploitation and neglect—helps children access their right to a quality education, and helps youth become active contributors to social and economic development.

Annex A: Details of donor strategies, priorities and funding trends

AusAID - Australian Agency for International Development
Australia

Strategic overview

The Australian aid program concentrates its efforts in the Asia Pacific region and is organized around four interlinked themes: (1) accelerating economic growth, (2) fostering functioning and effective states, (3) investing in people (health and education), and (4) promoting regional stability and cooperation.[1]

Australia has made considerable efforts in integrating gender equality into its aid program and gender is an overarching theme for AusAID. AusAID is also committed to becoming a results-based and learning organization and places increasing priority on knowledge management and evaluating effectiveness.[2]

During the fiscal year 2011/2, Australia has increased its foreign aid budget from US$4.6 billion to US$5.2 billion (to 0.35% GNI).[3] The biggest recipients of Australia's aid will be Indonesia (US$594m), Papua New Guinea (US$515m) and the Solomon Islands (US$279m). Australia will also be investing US$410m in Africa and the Middle East.

Among bilateral development partners, Australia is unique in that half of its entire aid program is delivered in fragile environments.[4] Within this, AusAID's humanitarian and emergency related expenditure is estimated to increase to $325 million in 2011–12. This will support the United Nations, Red Cross, and other international and non-governmental organizations (NGOs) to meet humanitarian needs in Asia and the Pacific, Africa and other developing regions.[5]

Australia's 2011/2 budget also outlines US$2 billion worth of new aid investments over the next four years, including the following:

- US$526 million for education and rural infrastructure projects in Indonesia,

- US$133 million for education programs in the Pacific,

- US$103 million to help women affected by violence in Asia and the Pacific, and

- US$494 million for Middle Eastern and North African countries.

Strategies on youth livelihoods, employment and/or education

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[1] Australian Government. (2011). http://www.ausaid.gov.au/keyaid/default.cfm
[2] OECD. (2009). http://www.oecd.org/dataoecd/38/29/42019772.pdf
[3] Mugcal, I. (2011, May 11). http://www.devex.com/en/blogs/the-development-newswire/australia-boosts-foreign-aid-budget-for-fiscal-2011-12
[4] OECD. (2009). http://www.oecd.org/dataoecd/38/29/42019772.pdf
[5] AusAID, (2011). http://www.ausaid.gov.au/budget/budget11/pdf/budget-highlights-2011-12.pdf

**YOUTH AND LIVELIHOODS ANNEX:** INVESTING IN A YOUTH DIVIDEND

AusAID does not have a specific strategy on youth, but education is a major strategic priority for AusAID and there is an increasing focus on technical and vocational education and training (TVET), as well as work to achieve the MDGs, extend access to education and improve learning achievements.[6]

"*Quality TVET has a key role in development, contributing to increased productivity, competitiveness and providing work-related options for young people. This is especially important in the Pacific and East Timor given poor local employment prospects for rapidly expanding youth populations. Australia supports the development and improvement of technical and vocation education and training institutions in its partner countries.*"[7]

Programs and funding on youth livelihoods, employment and/or education

In terms of thematic spending, the Australian government invested $540.9 million in 2009 in education development assistance initiatives. Of this, AusAID provided $38.6 million (7%) in support of vocational education priorities. See Figure 1 below. However, there are no data for how this breaks down by country (e.g., conflict- or disaster-affected states) or recipient group.

Figure 1: AusAID Education Spending in 2009[8]
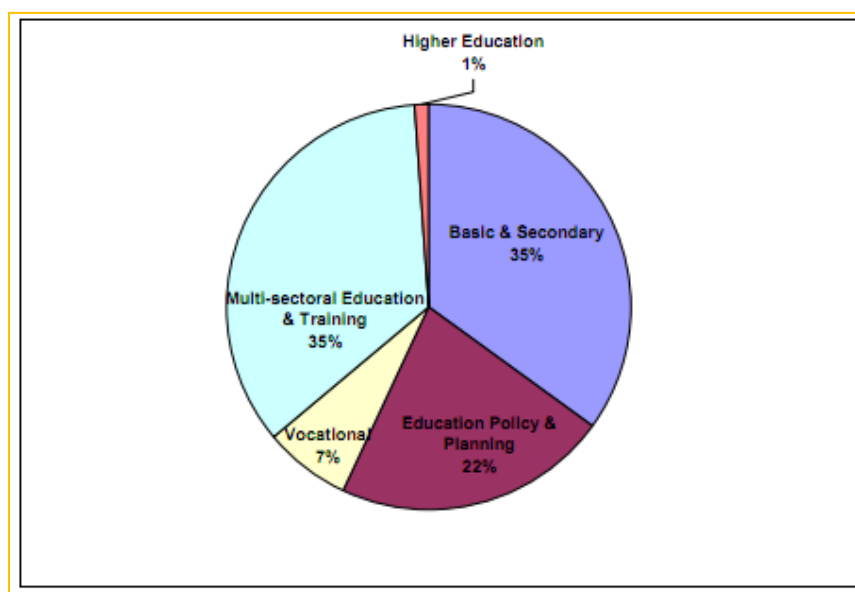
In 2011-12, Australia's investment in education is expected to be $842 million (19% of total ODA). This represents a major increase over the 2010-11 estimated figures.

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[6] AusAID. (2011). http://www.ausaid.gov.au/keyaid/education.cfm
[7] AusAID. (2011). http://www.ausaid.gov.au/keyaid/education.cfm
[8] Reproduced from AusAID. (2010). *Annual thematic performance report 2009: Education.* http://www.ausaid.gov.au/publications/pdf/atpr-2009-education.pdf. p.2.

AusAID does not have a searchable projects database on its website and there is no marker for youth. It is therefore not possible to give any figures on AusAID expenditure on youth overall or specifically on youth education or youth and livelihoods. Nonetheless, the website contains some information about a number of youth education/employment initiatives that AusAID will finance in 2011/12;[9] a few examples are listed below:

- **Regional programs:** Australia will continue its support to the Australia Pacific Technical College, the University of the South Pacific (USP) and the South Pacific Board of Educational Assessments (SPBEA).

- **Tonga:** In 2011-12, Australia will continue its support for the national TVET system. Internationally benchmarked skills standards will be introduced, and a TVET providers register will align standards and accreditation with those in Australia and New Zealand. In addition, 80% of TVET providers will be equipped to provide competency-based and demand-driven training.

- **Kiribati:** Australia is working to raise TVET in Kiribati to an international standard by teacher training, upgrading local facilities and transitioning to international-standard courses. AusAID will also continue to provide annually around 50 new tertiary and vocational scholarships, as well as a nursing scholarships program to provide students with internationally-recognized qualifications.

- **Timor Leste:** AusAID supplies approximately US$18 million to the Youth Employment Promotion (YEP) program (2008-2012). Run by the ILO, the program provides short-term employment opportunities at low wages for unskilled and semi-skilled workers. The focus is on labor-intensive rural infrastructure works, which have been identified as a priority because of their high employment creation potential.[10]

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[9] AusAID. (2011). http://cache.treasury.gov.au/budget/2011-12/content/download/ms_ausaid.pdf
[10] See recent evaluation summary of the YEP by ILO. (2010). http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_126850.pdf

CIDA – Canadian International Development Agency
Canada

Strategic Overview

In May 2009, the government of Canada established three priority themes to guide the Canadian International Development Agency's (CIDA) work and development programming: (1) increasing food security, (2) securing the future of children and youth, and (3) stimulating sustainable economic growth.

As part of the second priority theme on "Securing the Future of Children and Youth," CIDA's (2010) *Children and Youth Strategy*[11] focuses on the following:

(1) Child survival, including maternal health;

(2) Access to a quality education, including increasing access to learning opportunities for youth in and out of school; and

(3) Safe and secure futures for children and youth, including

- Strengthening and implementing frameworks to better protect the human rights of children and youth, particularly girls who are at increased risk of violence, exploitation and abuse.
- Ensuring that schools are safe and free from violence and abuse and are child-friendly learning environments.
- Helping youth-at-risk find alternatives to violence and crime and engage as positive and productive members of their societies.

In 2009, the government of Canada also announced it would focus its bilateral development efforts on 20 countries. The 20 countries were chosen based on their needs and their capacity to use development aid effectively and efficiently, and in support of Canada's foreign policy priorities. The 20 countries of focus are: Afghanistan, Bangladesh, Bolivia, the Caribbean Region, Colombia, Ethiopia, Ghana, Haiti, Honduras, Indonesia, Mali, Mozambique, Pakistan, Peru, Senegal, Tanzania, Ukraine, Vietnam, and the West Bank and Gaza. Of these, at present only four are listed by CIDA as "fragile countries and crisis-affected communities" (Afghanistan, Haiti, Sudan and West Bank / Gaza).

Strategy on youth livelihoods, employment and/or education

CIDA's literacy and basic skills programming for youth falls under the second strategic priority (securing the future of children and youth—access to quality education). CIDA's technical vocational education and training (TVET) and skills for employment programming falls under the third strategic priority (stimulating sustainable economic growth strategy—investing in people). CIDA has published guidelines for its skills for employment programming, which may be found at: http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/NAT-55104145-K96.

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[11] CIDA/ACDI. (2010). http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/Youth-and-Children/$file/children-youth-strategy-e.pdf and http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/Youth-and-Children/$file/ChildrenAndYouth3fold-EN.pdf

In the area of education, CIDA recently commissioned research on gender-based violence, bullying, and corporal punishment in schools to inform its work on the second and third paths of the children and youth strategy—access to quality education, and safety and security for children and youth.

Canada's strategy on stimulating economic growth[12] identifies the need to "invest in people," particularly for young people to develop new skills and expand their knowledge to take advantage of economic opportunities in the formal labor market. The economic strategy paper notes that it aims to complement and build upon CIDA's children and youth strategy.

Given CIDA's new policy priorities and the current global situation, the CIDA analyst interviewed felt that there would continue to be an increased focus on children and youth in the next few years, including programming on skills for employment and accelerated learning. Given the recent developments in the Arab world, there may be increased focus on skills for employment for youth in conflict-affected and fragile states.

Programs and funding on youth livelihoods, employment and/or education

Since September 2011, Canada's development agency CIDA has been systematically employing existing policy markers to qualify and collect information on investments, one for children and a second for youth. This allows CIDA to account more accurately for its funding under the "children and youth" theme. The outline for how the marker functions is given in Box 1 below:

Box 1: CIDA's draft children and youth marker: Marker on youth issues

| **Youth issues** | Activities which aim to improve the lives and/or promote and protect the human rights of youth, specifically to enable young people to build and utilize their human capital and become productive adults. For example, investments which aim to create opportunities for obtaining education, acquiring skills and/or participating fully in all aspects of society. Youth can be defined as people between 15 and 24 years of age. However the term more generally represents the period of transition between childhood and adulthood, the nature and length of which vary from one individual or society to another. | **Level 2 (Principal):** Youth issues were the primary consideration in the planning and design of the project or program, and the primary outcomes or results directly relate to youth issues as defined here.

Level 1 (Significant): Youth issues were considered in the planning and design of the project or program, and/or secondary outcomes or results could be related to youth issues as defined here.

Level 0 (Not targeted): Youth issues were not a consideration in the planning and design of the project or program, and there are no anticipated outcomes or results that relate to youth issues as defined here. |

In order to help with this study, CIDA has also provided preliminary estimates—based on the children and youth marker—of the level of bilateral aid to children and youth in 2009/2010 in eight countries

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[12] CIDA. (2010). http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/EconomicGrowth/$file/Sustainable-Economic-Growth-e.pdf

considered conflict-affected in the recent *Education for all Global Monitoring Report* (GMR 2011). See Table 1. This shows that approximately C$156 million was spent on children and youth across these eight conflict-affected countries in 2009/2010. It is important to note that CIDA's list of "fragile countries and crisis-affected communities" includes only Afghanistan, Haiti, Sudan and West Bank/Gaza.

Table 1: CIDA bilateral aid allocated to children and youth and strengthening basic education in 2009/2010[13]

	Children and Youth (figures in Canadian $ millions)
Afghanistan TIS	58.21
Colombia	11.67
Ethiopia	31.94
Indonesia	4.31
Pakistan	19.11
Palestinian Occupied Territories	0.59
Sri Lanka	0.15
Sudan	30.24
TOTAL	**$156.22 million**

In addition to this information, a search of CIDA's online projects browser, using the keyword "youth," yielded 288 projects for the period 2005-2011; eighty-two of these projects appeared to be specifically related to youth livelihoods, employment and/or education worth a total of C$431million. Of these projects, 47 were implemented in countries we have classified as conflict- or disaster-affected (See Annex D.) worth approximately C$190 million over the five-year period.

However, this database does not yet contain all of CIDA's projects, and these figures are unlikely to be precise, as they are not yet based on the youth marker. Nonetheless, the analysis of projects in CIDA's database shows the following:

- Of the projects listed, just under half of the total value of projects was spent on projects specifically on youth and livelihoods/education with the rest awarded to more general projects with youth components.

- The project descriptions also suggest that some projects also explicitly addressed issues of gender equality and women's empowerment (Note: Equality between women and men is a cross-cutting theme at CIDA and must be considered in all projects.[14]), conflict mitigation and/or child protection.

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[13] Source: Agency Information System (AIS). Prepared by the Statistical Analysis and Reporting Section CFOB (2011/05/03).

- Over the last five years, the geographical focus of CIDA's youth and livelihoods/education projects has included projects in Africa, Asia, Latin America and the Caribbean.

- In terms of the types of project funded in conflict-affected and disaster-affected contexts, most projects focus on one or more of the following:[15]

  - Community level job creation/economic activities/microfinance, including youth among target groups (e.g., small business promotion, community reconstruction)
  - Setting up/directly supporting vocational training centers
  - Supporting literacy and skills programs for out-of-school youth
  - Youth participation in decision-making and peace-building, often involving a component on life skills, vocational skills or conflict resolution skills
  - Reintegration of youth and child soldiers, but as part of a broader community-based project
  - Reintegration of refugees and other vulnerable youth, including via education and skills training
  - Providing "safe spaces" for conflict-affected and disaster-affected youth to get education and skills training
  - Prevention of and protection from sexual violence, including life skills training for youth
  - Capacity building of youth organizations and networks

- Many projects have taken a community approach, involving youth as the key, or one of the key, target groups.

- In total, 59 executing agency-partners obtained funding from CIDA for projects with a youth and livelihoods/education component in 2005-2011. The executing agencies who obtained the most CIDA funding in terms of number of projects and total value of projects worldwide were Oxfam Québec, Plan International Canada Inc., and UNICEF.

- Most projects were accorded to a single executing agency rather than a partnership. Only three out of 82 youth and livelihoods/education projects funded by CIDA in 2005-2011 involved more than one executing agency.

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[14] CIDA is one of the departments and agencies of the government of Canada responsible for the implementation of Canada's Action Plan for the Implementation of United Nations Security Council Resolutions on Women, Peace and Security. One of CIDA's commitments under the Action Plan is to support projects in fragile and conflict-affected states that integrate the needs and capacities of women and girls in the delivery of humanitarian and development assistance, including projects related to education and economic empowerment.

[15] Projects listed in no particular order.

**Danida – Danish International Development Agency
Denmark**

Strategic overview

Denmark is one of the few donors that consistently exceeds the United Nations' (UN) target of 0.7% of gross national income (GNI) allocated to official development assistance (ODA). According to the OECD, the key strengths of Denmark's development co-operation system are its legal basis, strategic framework, institutional system and emphasis on quality assurance.[16]

Strategic priorities for Danish aid during the period 2011-2015[17] include the following:

- Freedom, democracy and human rights;
- Growth and employment;
- Gender equality;
- Stability and fragility; and
- Environment and climate.

The five-year plan concentrates on fewer countries, but engagement will be more comprehensive in the 26 "partner" countries.[18] Danida expects to spend 15.2 billion Danish kroner ($2.46 billion) annually over the period 2011-2013 for development cooperation programs and channel 1.023 billion Danish kroner yearly in aid through NGOs for all the five years covered by the plan.

Strategy on youth livelihoods, employment and/or education

The former Danish minister for foreign affairs has recognized that young people not only represent "a huge opportunity, but also a great challenge. Without education, jobs and prospects of a meaningful future, youth might fuel instability, migration, radicalization and violent conflict."[19] In response, the Danish government launched the Africa Commission in 2008 to help Africa address the challenge of youth and unemployment. The commission consists of heads of state and government, politicians, experts, and representatives from international and regional organizations, including the business community, civil society and the academic world, mainly from Africa.

In May 2009, the commission launched its final report, *Realizing the Potential of Africa's Youth*,[20] which recommended the development of a refocused agenda for international development cooperation with Africa. The commission proposed private sector-led growth as the most effective way to create more and better jobs for young people.

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[16] OECD. (2007). http://www.oecd.org/document/33/0,3746,en_2649_34603_38804568_1_1_1_1,00.html
[17] Danida. (2010). http://amg.um.dk/NR/rdonlyres/1C903D5E-3A75-453F-BACB-8EBF8B55F7F2/0/Priorities_danish_development_assistance20112015.pdf
[18] Afghanistan, Bangladesh, Benin, Bhutan, Bolivia, Burkina Faso, Burma, Cambodia, Ethiopia, Ghana, Indonesia, Kenya, Mali, Mozambique, Nepal, Nicaragua, Niger, Pakistan, Palestinian territories, Somalia, Sudan, Tanzania, Uganda, Vietnam, Zambia, and Zimbabwe.
[19] Per Stig Møller, H.E. Dr. (2009). http://www.um.dk/nr/exeres/4488ea1d-38e6-4dd0-9141-4d6622de7fbc.htm
[20] Africa Commission. (May 2009). http://um.dk/da/~/media/UM/Danish-site/Documents/Danida/Det-goer-vi/Vaekst/FINALREPORT

This report was followed in January 2010 by the launch of five initiatives,[21] aimed at creating job opportunities for Africa's youth, in cooperation with African governments and institutions, international organizations and bilateral donors. Denmark undertook to provide funding for the initial implementation of the initiatives. See Table 2 below.

Table 2: The Africa Commission's five international initiatives

Initiative	USD million (approx.)	Description
Benchmarking African Competitiveness	4 million	Improving the business climate and Africa's competitive edge by making sure that the World Economic Forum's *Global Competitiveness Report* covers all African countries.
Access to Investment Finance and Capacity Development	83 million	The creation of an African Guarantee Fund in partnership with the African Development Bank aimed at mobilizing loans for US$3 billion and reducing the cost of access to finance for small and medium-sized enterprises (SME's).
Unleashing African Entrepreneurship	20 million	Providing advisory services and access to finance in order to allow young people to translate their good ideas into practical plans, both in start-up and existing enterprises. The initiative will be implemented in partnership with the ILO and Youth Employment Network. It is expected that this initiative alone will create 40,000 new jobs and 20,000 new businesses.
Access to Sustainable Energy	50 million	Ensuring access to energy at the local level, by launching a new initiative in partnership with the EU and the African Development Bank. More than three-quarters of Africans lack access to electricity, a major constraint to economic development, doing business and standards of living.
Promoting Post-Primary Education and Research	36 million	Specifically, the initiative will increase the quantity and quality of artisans through apprenticeships, especially in the rural areas. Also, it will link tertiary research and business practices, especially to expanding agricultural output.

Programs and funding on youth livelihoods, employment and/or education

Danida's website does not have a project database facility, so it was not possible to search for youth projects funded by the Danish government. However, growth and employment is one of the strategic priories for Danish aid during the period 2011-2015, and the budget overview announced that youth unemployment is a key issue. Therefore, in 2011, DKK 50 million will be earmarked to strengthen job

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[21] Africa Commission. (2010). http://um.dk/da/~/media/UM/Danish-site/Documents/Danida/Det-goer-vi/Vaekst/ProgressReport_AfrCom_ENG.ashx

opportunities among youth in Tanzania, and DKK 50 million will be earmarked to promote private sector development during the reconstruction phase in Zimbabwe.

It should be noted that in 2005, the Danish government introduced a self-financing requirement for NGOs that have a framework agreement with Danida. The self-financing proportion increased to 10% of the grant award in 2007.[22] From 2010 onwards, NGOs will also be met with stronger requirements towards documentation of results, which will influence the level of the annual contributions they receive.

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[22]Danida. (2006). http://www.nwhf.no/files/File/Danish_dev.pdf.

DFID – Department for International Development
United Kingdom

Strategic overview

The Department for International Development's (DFID, also known as UKAID) completed a review of UK aid spending in 2010. The new coalition government has committed to keep to the UK's long-term aid commitments, and DFID is one of the few UK government departments with a "ring-fenced budget." In fact, over the course of the spending review period (2010/2011 to 2014/2015), DFID will *increase* resource spending by 35% in real terms and *increase* capital spending by 20% in real terms. However, the department's administration budget will be reduced by 33%.[23]

Following a six-month consultation on Britain's aid budget, DFID published *UK aid: Changing lives, delivering results*,[24] a report which outlines the new government's priorities. The report recognizes the importance of working in states affected by conflict or weak governance with 30% of UK aid to be focused on fragile and conflict-affected countries by 2014. Other priorities highlighted in the 2011 review include results and impact, girls and women, the private sector, and innovation.

DFID has also refocused its aid program in fewer countries, as a result of the bilateral aid review commissioned in May 2010. The 27 countries where aid will be targeted are Afghanistan, Bangladesh, Burma, Democratic Republic of Congo, Ethiopia, Ghana, India, Kenya, Kyrgyzstan, Liberia, Malawi, Mozambique, Nepal, Nigeria, Occupied Palestinian Territories, Pakistan, Rwanda, Sierra Leone, Somalia, South Africa, Sudan, Tajikistan, Tanzania, Uganda, Yemen, Zambia and Zimbabwe.

More than 40% of the UK's aid program is channeled through multilateral organizations, and DFID's multilateral aid review concluded that multilateral agencies need to provide better evidence of impact on the ground. Over the next few years, the UK will work with fewer international organizations. For example, DFID has stopped core funding to four organizations that were rated as providing poor value for money: ILO, UN-HABITAT, UNIDO, and the UN International Strategy for Disaster Reduction. Other organizations have been placed in "special measures," including the IOM, the FAO, the development programs of the Commonwealth Secretariat and UNESCO. Organizations seeking foreign assistance funding from DFID should keep in mind the new UK administration's watchwords: transparency, accountability and "value for money."[25]

Strategy on youth livelihoods, education and/or employment

In 2007, the UK Department for International Development (DFID) commissioned a *Youth Mapping Study*, outlining its approach to working with young people.[26] This study noted that there are several examples of effective and sustainable DFID programs that involve youth as partners in development. However, it found that these programs were still "relatively ad-hoc," and there was a need to scale-up and/or replicate

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[23] DFID. (2010). http://www.dfid.gov.uk/Media-Room/News-Stories/2010/Spending-Review-2010/
[24] DFID. (2011). http://www.dfid.gov.uk/Documents/publications1/mar/BAR-MAR-summary-document-web.pdf
[25] http://www.devex.com/en/articles/dfid-procurement-process-now-tougher-more-competitive
[26] Maguire, S. (2007).

these positive examples across DFID's policies and geographical presence. The report also recommended that DFID's work on conflict should be more youth-focused and address the positive role played by youth in peace-building.

Following this, DFID's Equity and Rights team commissioned two reports in 2009: (1) *Youth exclusion, violence, conflict and fragile states*[27] and (2) *Youth, jobs and inclusive growth.*[28] The reports undertook a review of the evidence in these areas in terms of the links between youth exclusion and violence and existing evidence about the linkages between greater youth employment and growth. The reports also looked briefly at DFID's work on youth and drew together some conclusions and recommendations for future DFID work. The authors identified several opportunities for DFID work on youth in conflict-affected countries, including the following:

- The opportunity to integrate youth issues across DFID's new focus on state-building and peace-building objectives in conflict-affected and fragile contexts;

- DFID's strong relationships with many partner governments which can be used to influence those governments to accord a greater priority to youth development;

- Opportunities to address youth issues in sector-wide approaches, by including youth as a specific target group or a youth component;

- Using its strong gender work to address masculinity and violence;

- Further increasing its work on inclusive growth and employment generation, especially for vulnerable youth;

- Using its civil society fund mechanisms to fund catalytic community-based initiatives incorporating youth;

- Using support to national statistic offices to ensure production of age and gender-disaggregated data; and

- As part of DFID's work on radicalization, an opportunity to improve knowledge base on issues of identity, values and beliefs.

The report also identified a number of key challenges for DFID's work on youth:

- DFID's move from funding local-level projects and community-based initiatives in order to engage in larger, more programmatic approaches;

- The fact that some partner governments may be unwilling to have a dialogue about youth issues or may implement policies that are detrimental to youth;

- How to work in conflict-affected areas outside state control;

- Assessing and managing risks in its programming;

- A general lack of data about the situation of youth and lack of age-disaggregated data.

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[27] McLean Hilker, S., and Fraser, F. (2009). http://www.gsdrc.org/docs/open/CON66.pdf
[28] Phillipson, R. (2008).

In 2010, the DFID-CSO Youth Working Group produced an online guide called *Youth Participation in Development - A guide for policymakers and development agencies*.[29]

In early 2011, parts of DFID underwent an internal restructuring process. As a result of this process, the Equity and Rights team was restructured and the overall lead for work on children and youth (and disabilities) was moved to DFID's Civil Society Department in April 2011. This department has traditionally focused on DFID's policy and programming work with civil society organizations and stakeholder management—working with youth-related NGOs (e.g., Plan International and Save the Children) through specific programs, rather than specifically focusing on policy related to youth. CSD is part of DFID's Policy Division and is in the process of defining its work priorities in this area, but one specific measure that has been taken is that, under the new strategic Program Partnership Arrangement funding, a consortium of youth organizations (led by Restless Development) has been funded for the first time. Policy approaches to youth are largely decentralized in DFID. CSD will be working closely with DFID country offices and other parts of DFID, including specific policy and research teams including the following:

- *Education team* in the Human Development Department – leads on vocational training and skills development, accelerated learning programs, and secondary and tertiary education.

- *Growth and Resilience department* – leads DFIDs work on growth.

- *Private Sector Department* – leads on SME development and employment.

- *Governance and Fragile States Department* – leads on DFID's approaches in fragile states.

- *Conflict Humanitarian and Security Department (CHASE)* – leads on conflict prevention, radicalization and violent extremism, humanitarian aid policy and crisis response.

Other UK government departments are also involved in developing policies and programs on youth and livelihoods in fragile states. For example, the UK department of work and pensions (DWP) is the lead UK government department working with the ILO on the Youth Employment Network. Similarly, although DFID is a substantial contributor to the Commonwealth Youth Program, the Commonwealth Youth Exchange Council has stronger links to the foreign and commonwealth office (FCO) and department for education rather than with DFID.

The 2010 consultation paper on DFID's education strategy[30] noted three interconnected strategic priorities: access, quality and the path to employment. With regard to the latter priority, DFID is interested in the links between education, skills acquisition, employment and growth, and asks the following questions:

- Should we support more investment in secondary, vocational, and tertiary education before the UPE targets have been met?

- How do we help make evidence-based decisions on improving links between school and work?

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[29] DFID. (2010). http://www.ygproject.org/sites/default/files/6962_Youth_Participation_in_Development.pdf
[30] DFID. (2010). http://consultation.dfid.gov.uk/education2010/files/2009/08/DFID-Education-Strategy-2010-470kb.pdf

- What kind of public private partnerships are needed and how do we promote them?

- How can education best support youth in the context of a large informal sector, rapidly changing labor market needs and an increasingly mobile workforce?

DFID's strategy paper on private sector development also notes that, "We want to address the lack of jobs and opportunities, particularly for young people, which are often an underlying cause of conflict."[31]

Programs and funding of youth livelihoods, education and/or employment

DFID spending trends[32] are disaggregated by sector on the website, but, as for other donors, information is not available specifically on youth. Therefore, it is only possible to provide examples of current projects and programs, collected through interviews with different members of DFID staff and a search of DFID's new online projects database,[33] which provides information on projects currently running or recently completed. Some are focused primarily on youth and education or livelihoods; others are broader livelihoods or relief projects, which include youth as a target group. A search of DFID's database using the terms "youth" and "livelihoods" shows the following:

- Examples of current projects focused primarily on youth and education/livelihoods include:

    - Commonwealth Youth Program (2009-2011)
    - East Timor: Civic Education for East Timorese Youth (2004-2011)
    - Iraq: Youth Employment Pilot Program (2009-2011)
    - Nepal: Support to the Employment Fund (2010-2014)
    - Sierra Leone: Literacy and Livelihoods to Empower Young People (2006-2011)
    - Sudan: UNICEF Education Project Abyei (2008-2011)

- The project descriptions indicate that some projects explicitly address issues of empowering women and gender equality, as shown, for example, by the support for the establishment of a Girl Hub program (Ethiopia) and Women's Commission for Refugee Children, promoting appropriate livelihoods for displaced women and children.

- Several current projects also address issues of conflict mitigation; for example, various disaster risk reduction projects in the Conflict Humanitarian Fund are involved in bringing about sustainable DDR to communities through education, livelihoods and international policy. In Rwanda, the Aegis Trust Community Education on Genocide helps Rwandan youth, teachers and the wider community develop understanding and values that protect against the development of divisive ideologies and promote tolerance and reconciliation.

- The geographical focus of DFID's youth and livelihoods/education projects has included projects in conflict and disaster-affected countries in Africa and, Asia, particularly Sudan, Iraq, Nepal, East

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[31] DFID. (2011). http://www.dfid.gov.uk/Documents/publications1/Private-sector-approach-paper-May2011.pdf.
[32] DFID. http://www.dfid.gov.uk/About-DFID/Finance-and-performance/Aid-Statistics/Statistic-on-International-Development-2010/SID-2010---Tables-index/
[33] DFID. http://projects.dfid.gov.uk/

Timor, Sudan, Sierra Leone, Uganda, Rwanda, DRC, Somalia, Ethiopia, Yemen, Afghanistan and Pakistan.

- In terms of the types of project funded in conflict-affected and disaster-affected contexts, most projects focus on one or more of the following:

  - Youth employment projects
  - Supporting literacy and skills programs for out-of-school youth
  - Promoting appropriate livelihoods for refugees and other vulnerable youth, including displaced women and adolescents
  - Support and capacity building of youth organizations and networks
  - Community education (including for youth and teachers) on conflict prevention
  - Reintegration of youth and child soldiers – as part of a broader community-based project

- Many projects work with local communities and civil society, particularly projects funded through the Civil Society Challenge Fund, and involve youth as one of the target groups.

- The DFID website also provides examples of UK-funded projects where youth have been able to access loans or financial education. For example, the Financial Education Fund[34] including projects such as Camfed Zambia (which aims to deliver financial education to more than 8,800 young women in rural Zambia) and Innovations for Poverty Action (a project targeting young people in Uganda to encourage positive savings behavior while also improving their general financial education).

In terms of central funding opportunities, the main route for projects targeting youth is through applying for a grant under the new Global Poverty Action Fund (GPAF), [35] managed by the civil society department or alternatively applying through DFID country offices.

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[34] See http://www.financialeducationfund.org/index.php.
[35] DFID. http://www.dfid.gov.uk/Working-with-DFID/Funding-opportunities/Not-for-profit-organisations/Global-Poverty-Action-Fund/

**GIZ – Deutsche Gesellschaft für Internationale Zusammenarbeit
Germany**

Strategic overview

The newly formed German aid agency Gesellschaft für Internationale Zusammenarbeit (GIZ) was established on January 1, 2011 and involved the merging of three aid organizations—German Technical Cooperation (GTZ), German Development Service (DED), and Inwent Capacity Building International, Germany. For over 30 years, GTZ focused on capacity development and providing technical expertise, while DED sent development workers out into the field, and Inwent provided trainings and seminars to local professionals. All three agencies implemented development cooperation interventions on behalf of the Federal Ministry for Economic Cooperation and Development, BMZ, which was also responsible for policy formulation. Now, BMZ is the donor, and GIZ is one of two implementing agencies, along with Kreditanstalt für Wiederaufbau (KfW). There are no immediate changes planned to staffing and contracting, but as Devex noted in a feature on the new aid reform, "Now that the new German development organization is operational, everyone is waiting to find out how it will restructure, overcome challenges and harmonize the different focus areas and instruments of the three organizations."[36]

Strategy on youth livelihoods, education and/or employment

Germany was one of the first donors to champion work with young people. From 1997 onwards, GTZ implemented a wide range of programs on the promotion of young people, specifically focusing on youth employment, health, education and training; they particularly addressed high-risk behavior, peace education and crisis prevention training for youth and social workers. GTZ's approach comprised standalone cross-sectoral youth projects, involving youth and their communities directly as well as technical assistance to national youth ministries, youth networks and CSOs at national, municipal and community level in order to implement a comprehensive capacity development framework of all relevant state and non-state actors.[37] Projects were usually long-term involving at least three phases of three years each.

Following the 2005 Paris Declaration, along with other donors, Germany has moved towards sectoral concentration in each partner country. Given that youth was not viewed as a standalone sector, this led to a gradual reduction in specific cross-sectoral youth projects and an increase in programs in which youth is integrated (mainstreamed), either through components within broader sectoral programs (e.g., governance, education, violence prevention, health promotion) or as a specifically recognized target group (e.g., post-war reconstruction, rural development). To some extent, although many projects were still in their final phases, this led to a decrease in the size of the project portfolio on children and youth promotion in GTZ from 2004 onwards. Nonetheless, education has remained a key priority for the

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[36]Nabuyeva, K. (2011, January 3). http://www.devex.com/en/articles/in-sweeping-aid-reform-merged-german-agency-becomes-operational
[37] In recent years, capacity development has re-emerged as a guiding framework for technical assistance programs and in 2007 GTZ declared capacity development its annual theme. In 2010, GTZ produced a concept paper 'Capacity Development for Youth Promotion,' which outlined the capacity development framework and how it related to GTZ youth promotion strategies and programming.

German government throughout this period, including technical and vocational education and training (TVET) for young people and the TVET programming portfolio continues to grow up to this date.

In 2004, however, and building on the first Human Rights Action Plan by BMZ, German Development Cooperation adopted a human rights framework. This has resulted in a new focus on the rights of young people, and in 2008, BMZ commissioned GTZ to implement the *Sector Project on the Implementation of Children's and Youth Rights*. This project is based in GIZ headquarters and mandated to ensure children's and youth rights are mainstreamed into all sectors across all country programs as well as within the policies and strategies of BMZ.

In 2010, staff also began a process of reflection on the German experience of youth development to consider whether the mainstreaming and rights-based approach is adequate. Initial conclusions suggest that the best option is to focus on the realization of young people's rights through a "twin-track" approach, which combines programs that integrate youth components/youth as a target group in other sectors with programs that focus explicitly on strengthening the youth sector (similar to their approach to gender and human rights). The BMZ has recently commissioned the German Institute for Human Rights to conduct a review of how children and youth rights can be better integrated into German cooperation and the report is due at the beginning of 2012. Alongside this, the BMZ published a position paper in October 2011 (with official launch in early 2012), setting out the German approach to young people's rights and their development.[38]

Throughout this period, GTZ and DED (now GIZ) have continued to reflect on specific programming approaches and have developed a number of strategies and toolkits on working with youth. In 2008, GTZ produced a toolkit called *Get Youth on Board!*[39] comprising a workshop concept for youth participation and stakeholder collaboration, as well as the following background documents:

1. Youth Participation: http://www2.gtz.de/dokumente/bib-2010/gtz2010-3221en-youth-participation.pdf

2. International Commitments: http://www2.gtz.de/dokumente/bib-2010/gtz2010-3222en-youth-international-commitments.pdf

3. Youth Organizations: http://www2.gtz.de/dokumente/bib-2010/gtz2010-3223en-youth-organisations.pdf

4. Establishment of Structures for Youth Participation and Youth Promotion: http://www2.gtz.de/dokumente/bib-2010/gtz2010-3224en-youth-structures.pdf

5. Youth Policies and Action Plans: http://www2.gtz.de/dokumente/bib-2010/gtz2010-3225en-youth-policies.pdf

6. Youth and Violence: http://www2.gtz.de/dokumente/bib-2010/gtz2010-3226en-youth-violence.pdf

7. Youth Employment: http://www2.gtz.de/dokumente/bib-2010/gtz2010-3227en-youth-employment.pdf

8. Youth Health: http://www2.gtz.de/dokumente/bib-2010/gtz2010-3228en-youth-health.pdf

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[38] BMZ. (2011). http://www.bmz.de/de/publikationen/reihen/strategiepapiere/index.html
[39] GTZ. (2010). http://www2.gtz.de/dokumente/bib-2010/gtz2010-0056en-youth-toolkit.pdf

9. Commercial Sexual Exploitation of Children and Youth: http://www2.gtz.de/dokumente/bib-2010/gtz2010-3229en-youth-sexual-exploitation.pdf

GTZ's background information on youth and violence emphasizes the importance of an integrated, multi-stakeholder and multi-level approach to the prevention of violence committed by or against young people. In 2010, a handbook on the *Systemic Prevention of Youth Violence*[40] was produced with a multi-sectoral team of experts from the sectors of youth, education, peace and conflict prevention, youth employment and private sector promotion, as well as a team of academic experts. The handbook focuses on the specific factors leading to the occurrence of youth violence in different settings and strives to activate the contributions to the violence prevention agenda from different sectors. It includes three main sections:

1. Background information on youth violence

2. Two step-by-step workshop concepts which provide

    - an analysis of the causes, extent and consequences of youth violence in order to identify strategic starting points for prevention activities and
    - planning suggestions for context specific and tailor-made prevention measures and activities.

3. Examples of approaches and methods for the prevention of youth violence.

There are several innovative aspects of the handbook:

- The young individual is positioned at the center of a complex system of actors, who all affect his/her behavior in positive or negative ways. Thus, the actors most heavily influencing the environment of young people—including parents, teachers, the police, social workers and staff from municipal authorities—are identified and activated as partners and target groups of the planned violence prevention measure.

- During the planning process, the handbook focuses on concrete behavioral changes, both among young people and among the actors who have a direct or indirect influence on them. This change is understood as the core element of a social transformation. The whole planning process is guided by the question: Who needs to do what differently with whom in order to prevent and reduce youth violence effectively and sustainably?

- The handbook supports the conscious inclusion of a variety of actors from a range of relevant sectors who each can make a contribution to prevent armed youth violence.

- The need for monitoring and evaluation is taken into consideration as early as during the planning phase. This is achieved through detailed analysis that is conducted at the beginning of the process, which can be used as baseline data for monitoring the impact of the measure later on.

The *GTZ Youth Employment Report* examines the extent and causes of youth unemployment and identifies strategies to fight youth unemployment. GTZ applies an integrated approach with three

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[40] GTZ. (2010). http://www.gtz.de/de/dokumente/gtz2010-en-handbook-systemic-prevention-youth-violence.pdf

aspects: promotion of employability (labor supply); employment opportunities (demand side); and 'mediation and matching' involving the promotion of youth policies and institutions, as well as youth-oriented interventions as part of active labor market policy. See Box 2 below.

Box 2: GTZ's youth employment promotion strategies[41]

Youth employment promotion strategies

Promotion of employability (labour supply)

- Implementation of a labour-market oriented TVET system in close cooperation with the private sector
- Policy advice on TVET reforms, institution and capacity building
- Skills development for people in the formal and informal sector
- Entrepreneurship education for young people
- Promotion of social work for young people that covers life skill and health education

Promotion of linkages/matching

- Establishment of a sound labour market information system
- Improvement of job counselling, information and placement systems for young people, monitoring of these instruments
- Policy Advice on participatory elaboration and update of National Youth Employment Policies and Action Plans
- Empowerment of Youth Organizations to fight for prioritization of youth employment
- Monitoring of labour standards

Promotion of employment opportunities (labour demand)

- Promotion of young entrepreneurs (training, micro-finance and mentor schemes)
- Creation of a favourable economic environment, especially for micro, small and medium-scale enterprises
- Setting up incentives for employers to hire young people (youth vouchers, internship schemes)
- Promotion of local Public-Private-Partnerships

Programs and funding on youth livelihoods, education and/or employment

Despite the change in approach, in practice, GIZ (GTZ and DED) has retained a significant portfolio of projects focused on youth or with a youth component and has channeled a lot of funding to youth. Key partners include youth ministries, other sectoral ministries, especially education and health, international and national NGOs, youth networks and CSOs.

Past and current projects currently mentioned on the GIZ website[42] are listed below by thematic area. These were compiled from GTZ's (2009) *Promoting Development, Integrating Young People*,[43] a review of good practices within 20 recently evaluated projects in the promotion of young people and from the GTZ (2010) *Youth Employment*, provided by GIZ.[44]

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[41] GTZ. (2010). *GTZ Youth Employment Report*. p.6
[42] GTZ. http://www.gtz.de/en/themen/uebergreifende-themen/jugend/27139.htm
[43] Reproduced from GTZ. (2010). http://www2.gtz.de/dokumente/bib-2009/gtz2009-0517en-integrating-young.pdf
[44] As part of the review, GIZ shared a mapping exercise of German cooperation projects that work with youth.

Rights and protection – providing protection and fostering self-determination

- Combating child trafficking and the worst forms of child labor in Côte d'Ivoire.
- Fighting poverty, strengthening children. Support for street children and vulnerable youth in Kenya.
- Changing values, promoting peace. Youth promotion in Guatemala.

Employment – promoting employment and enhancing livelihoods

- Economic integration of disadvantaged young people in Maniema, DRC.
- Supporting returnees, promoting reconstruction. Helping young war refugees to return to their homes in Sierra Leone.
- Promotion of the development capacity of youth and young adults in Sierra Leone – a non-formal education program.
- Technical education, training and employment – Mubarak-Kohl Initiative (MKI) in Egypt.
- Modernizing training, improving opportunities. Innovations in Sri Lanka's training marketplace.
- Restoring the livelihoods of poor rural households and improving food security in the district of Foya, Liberia.
- Program to promote vocational training and the labor market in the Palestinian Territories.
- Promoting youth entrepreneurship in South Africa.
- Involving the youth, securing livelihoods. Social and economic integration of young people in El Salvador.
- Promotion of youth employment in urban areas in Senegal.
- Establishment and consolidation of youth work structures in Kosovo.
- Employment promotion for young people in Timor Leste.

Education

- Learning Centers – Uganda
- Program for Basic and Technical Education and Vocational Training in Mozambique.
- Boosting education, shaping the future. Reducing child labor in Nepal.
- General education improvement program in Yemen.
- Promotion of basic education and national basic education policy program in Pakistan.

Prevention of violence and encouraging integration

- Halting exclusion, improving understanding. Social reintegration of child soldiers in Congo.
- Enhancing prevention, thwarting violence. Prevention of youth violence in Latin America.
- Resolving conflicts, lowering crime rates. Young mediators are reducing violence in the townships of South Africa.
- Promoting reconciliation, developing prospects. Overcoming victimhood in Kosovo.
- Peace Fund Project in Timor Leste.

More information on 20 recently evaluated projects in the field of the promotion of young people is available in the 2009 publication *Promoting Development, Integrating Young People.*[45]

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[45]GTZ. (2010). http://www.gtz.de/de/dokumente/gtz2009-en-entwicklung-foerdern-jugend-staerken.pdf

Norad - Norwegian Agency for Development Cooperation
Norway

Strategic overview

The Norwegian Agency for Development Cooperation (Norad) is a directorate under the Norwegian Ministry of Foreign Affairs (MFA). Norad's (2010) strategy[46] states that it

- Aims to be the center of expertise for **evaluation, quality assurance and dissemination of the results** of Norwegian development cooperation, jointly with partners in Norway, developing countries and the international community.

- Will ensure that the goals of Norway's development policy are achieved by **providing advice and support** to the Ministry of Foreign Affairs and Norwegian foreign service missions

- Will **administer the agency's grant schemes** so that development assistance provided through Norwegian and international partners contributes effectively to poverty reduction

In 2005, Norway produced a development strategy for children and young people - Three Billion Reasons.[47] It identifies four areas to target Norway's development efforts towards:

- the right of children and young people to development, with focus on education;
- the right of children and young people to survival, with focus on health;
- the right of children and young people to protection;
- the right of children and young people to participation.

The report notes that **"**Norway will seek to promote vocational training and secondary and higher education in its partner countries" and "Vocational and entrepreneurial training for young people, including the critically vulnerable groups, will have priority in partner countries where this is appropriate. The ILO and UN-HABITAT will be important partners in this area" (p.28).

Norway's work is also guided by two white papers that were released in 2008, which make brief reference to fragility or working with youth.

(i)   'Climate, Conflict and Capital: Norwegian Development Policy Adapting to Change'[48] notes that the government will continue to give priority to efforts in fragile states.

(ii) Norway's humanitarian policy[49] explicitly states its support for children and young people in conflict and complex situations, including education and child protection in emergencies.

The titles of these white papers signal that Norway is now according a higher priority to conflict and security issues and working in conflict- and disaster-affected countries. In 2011, the Norwegian Foreign

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[46] Norad. http://www.norad.no/en/About+Norad/About+Norad.125317.cms
[47] Norwegian Ministry of Foreign Affairs. (2005). http://bit.ly/b4kZ4L.
[48] Norwegian Ministry of Foreign Affairs. (2008).
http://www.regjeringen.no/pages/2171591/PDFS/STM200820090013000EN_PDFS.pdf
[49] Norwegian Ministry of Foreign Affairs. (2008). http://www.regjeringen.no/upload/UD/Vedlegg/Hum/humpolicy_eng.pdf

Ministry has specifically requested Norad to give priority to basic service delivery (education and health) in fragile states. However, working on youth is not singled out as a particular priority. In fact, overall, it seems that Norad has less of a specific focus on youth than it did in 2005. Furthermore, in the area of education, although funding to this sector has increased in absolute terms over the last two years, in relative terms, the percentage of funding to education has decreased, reflecting a slight shift to other areas. In the area of livelihoods, although Norway funds programs in areas such as vocational education and economic growth, there is no specific focus on livelihoods. There is also less emphasis on human rights compared to a few years ago, although there is a greater emphasis on politics and power relations as part of Norway's governance work.

Strategies on youth education, livelihoods and/or employment

There is no specific strategy on youth or any one department or any specific advisers that focus on youth education or livelihoods issues in Norad. At present, those parts of Norad that work on programs that target or include youth including in the areas of education and livelihoods are:

- *The Department for Global Health, Education and Research* – covers primary education; vocational training; secondary education; basic skills life skills for youth and adults; and higher education. This department has a program budget, which it can use to fund a range of partners – governments, UN agencies, local and international networks (not only one with a Norwegian branch).

- *The Economic Development Department* – works on economic growth and enterprise development at a macro level.

- *The Department of Peace, Gender and Democracy* - covers civilian peace-building, conflict prevention and resolution; child soldiers (prevention and demobilization); DDR and ex-combatants. There is one adviser working on child and adolescent rights. This is a policy department not a funding department.

- *The Global Health Section* – covers health education; SRHR, HIV/AIDS and includes one adviser on adolescence. This is a policy department not primarily a funding department.

- *The Civil Society Department* – provided core funding and project funding to key organizations like Plan, Right to Play, Save the Children Norway, Norwegian Refugee Council. For an NGO to receive funding from this department, it needs to have a Norwegian branch.

Programs and funding on youth education, livelihoods and/or employment

Norway tends to treat 'youth and children' as one target group in their programming, rather than focus specifically on youth aged 15-24 or over. Box 3 below outlines Norway's humanitarian principles, with regard to children and youth in crisis situations.

Box 3: Norway's humanitarian principles: Meeting children & young people's needs in crisis situations[50]

The government will:
- Support relevant educational initiatives for children, young people and adults in humanitarian situations in order to prevent them being recruited as child soldiers and exploited as prostitutes;

- Contribute to an increase in innovative efforts aimed at meeting children and young people's special needs and rights in humanitarian crisis situations, including natural disasters;

- Work to ensure that good and secure education and relevant vocational training for girls and boys is an integral part of international humanitarian assistance and reconstruction, and help to ensure speedy and sufficient funding of education for children.

There are a number of key areas in which Norway has worked over the last five years, which relate to youth education and livelihoods. These include

Right to education: Education is one of the five key thematic areas identified on Norad's website.[51] The Norwegian support to education has increased by 1.5 million NOK from 2008 to 1.7 billion NOK in 2009 and currently represents 9.2% of the total Norwegian development aid budget. The majority of this funding (60%) is for basic education, with 2% for secondary education, 19% for higher education and 19% for education in general (not specified). The four main recipients for education funding in 2009 were: Afghanistan (83 million NOK); Bangladesh (64 million NOK); Nepal (63 million NOK); and Tanzania (47 million NOK).

Technical and Vocational Education and Training (TVET): Norad sees TVET as a key way of promoting economic growth[52] and is working alongside the World Bank, ILO and UNESCO to increase their efforts to strengthen TVET. Norwegian organizations are also involved in local projects that include vocational skills development.

Gender: Norad is also particularly interested in gender equality, and supporting girls' education is a Norwegian priority. Norway supports the United Nations Girls' Education Initiative (UNGEI) - a global, regional and country partnership that works to remove barriers to learning, such as violence in and around schools, and to support the continuation of education in emergency situations, as well as in post-crisis and fragility contexts.

In terms of specific projects and programs, as with other donors, there is no accurate way to determine how many programs focus on youth or include a youth component. Norad therefore supplied us with a list of potentially relevant projects. This was produced through a search of the Norad projects database under the following categories: health education; civilian peace-building, conflict prevention and resolution; child soldiers (prevention and demobilization); primary education; vocational training; secondary education; basic skills life skills for youth and adults; and higher education. We then selected those projects that related to youth, youth education and employment in fragile states to give an idea of the main areas of Norad support to youth:

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[50] Norwegian Ministry of Foreign Affairs. (2009). http://www.regjeringen.no/en/dep/ud/Documents/Propositions-and-reports/Reports-to-the-Storting/2008-2009/report-no-40-2008-2009-to-the-storting/5.html?id=577661
[51] Norad. http://www.norad.no/en/Thematic+areas/Education+and+research
[52] Norad. http://www.norad.no/en/Thematic+areas/Education+and+research

- Of the current projects listed, just over a half of the total value of projects was spent on projects specifically on youth and livelihoods/education, with the rest awarded to more general projects with youth components.

- Current projects focusing on youth or with a youth component in Afghanistan, Angola, Burundi, DRC, Ethiopia, Kyrgyz Republic, Lebanon, Liberia, Macedonia, Mali, Mozambique, Niger, Palestine, Somalia, Sri Lanka, and Sudan

- Executing agencies who obtained significant Norwegian funding for youth projects in this area included Strømme Foundation, Norwegian Church Aid, Norwegian Missions in Development, INEFOP, and the University of Oslo. Most projects were awarded to a single executing agency rather than a partnership.

- In terms of the types of project funded in conflict-affected and disaster-affected contexts, most projects focus on one or more of the following:

  - Vocational training and education, including setting up / directly supporting vocational training centers
  - Empowerment and vocational training for young and marginalized women
  - Entrepreneurship curriculum introduction
  - Strengthening basic education, formal and informal
  - Education for peace, reconciliation, justice and development
  - Community level job creation / economic activities / microfinance including youth among target groups
  - Reintegration of youth and child soldiers

In addition, the Norad representative mentioned the following funding mechanisms which include a component related to youth livelihoods or education:

- Norway's core funding to UNICEF and UNFPA – this is a core funding arrangement broadly around the areas of rights to education, prevention of child labor and decent work. Some of this funding is earmarked for specific countries and programs, including a program on adolescent rights in Ethiopia, a program on adolescent rights and HIV/AIDS in Angola and some support to youth clubs.

- Norway provides direct funding to some developing country universities to support their programs.

- Norway funds the Norwegian Refugee Council for a program called the "Youth Education Pack" which focused on out-of-school youth and accelerated learning programs. This includes programs in Uganda, Colombia, Somalia and Afghanistan.

- Right to Play – Norad gives this organization core support and additional support is given by Norwegian embassies at country level e.g., in Pakistan, Afghanistan and Palestine. These projects on youth participation and violence prevention through sport and activities.

- Save the Children Norway – Norway gives funding to support their programs on children at work – to prevent exploitation and ensure decent work, continued education etc.

Sida – Swedish International Development Cooperation Agency
Sweden

Strategic overview

The Swedish International Development Cooperation Agency, known as Sida, has a total budget of US$2.8 billion for 2011 and its annual aid allocation has consistently exceeded the UN target of 0.7% of GNI since 1975. According to the OECD, Sweden plays a strong leadership role within the development community and has "led by example."[53] Sweden has advocated for structural reform within multilateral agencies and champions new financing mechanisms.

Sweden´s development policy aims for coherence across all policy areas (not just development assistance) and to this end, the Swedish Riksdag adopted a policy for global development in 2007: *Global Challenges – Our Responsibility*.[54] This outlined six global challenges areas in which Sweden can make an effective contribution: oppression; economic exclusion; climate change and environmental impact; migration flows; communicable diseases and other health threats; and conflict and fragile situations.

Three focus areas were identified for each of these challenges. The following were the three focus areas for "conflict and fragile situations."

- Security sector reforms;
- Women, peace and security; and
- From conflict to long-term sustainable development.

A recent assessment by the Swedish government concluded that all three focus areas remain crucial. However, the last focus area was renamed and is now entitled: "From conflict to a stable peace that paves the way for long-term sustainable development." Sweden is one of the world's most generous providers of humanitarian support. See Box 4 below for further information about funding of humanitarian aid.

Box 4: Sweden and humanitarian aid[55]

The humanitarian aid provided through Sida from 2008 to 2010 was estimated at SEK 7.5 billion and at SEK 2.27 billion for 2010.

Over 50% of Sida's humanitarian contribution goes to various UN organizations within the humanitarian arena, including UNHCR, FAO and OCHA. Sweden also contributes to the funding of the major humanitarian UN organizations through the Swedish ministry for foreign affairs.
About one quarter of the humanitarian contribution is channeled through the International Red Cross Committee and the International Red Cross and Red Crescent Societies through the Swedish Red Cross. Some humanitarian efforts are carried out by the Swedish Civil Contingencies Agency (MSB). The size of the contribution depends on the requirement, but it is usually about SEK 120 million per year.

[53] OECD. (2009). http://www.oecd.org/document/1/0,3343,en_2649_34603_43278401_1_1_1_1,00.htm l
[54] Swedish Ministry for Foreign Affairs. (2010). http://www.sweden.gov.se/content/1/c6/15/27/91/ea0dc207.pdf
[55] Sida. www.sida.se

About half of Swedish development cooperation consists of bilateral cooperation, which totaled 16,889 SEK million in 2009. The top three recipient countries in 2009 were Mozambique, Tanzania and Afghanistan. See Figure 2 below. In terms of sectoral allocations, 5% of bilateral aid was spent on education; 3% on conflict, peace and security; and 15% on humanitarian aid.

In January 2011, parts of Sida underwent an internal restructuring. Sida is now organized into nine departments under the director-general's office, replacing the old setup of "three pillars" and 17 departments. Staff at Sida's headquarters in Stockholm were reduced by 120, allowing the agency to employ more field personnel to monitor its projects overseas.

Figure 2: Sweden's bilateral development cooperation (2009)[56]
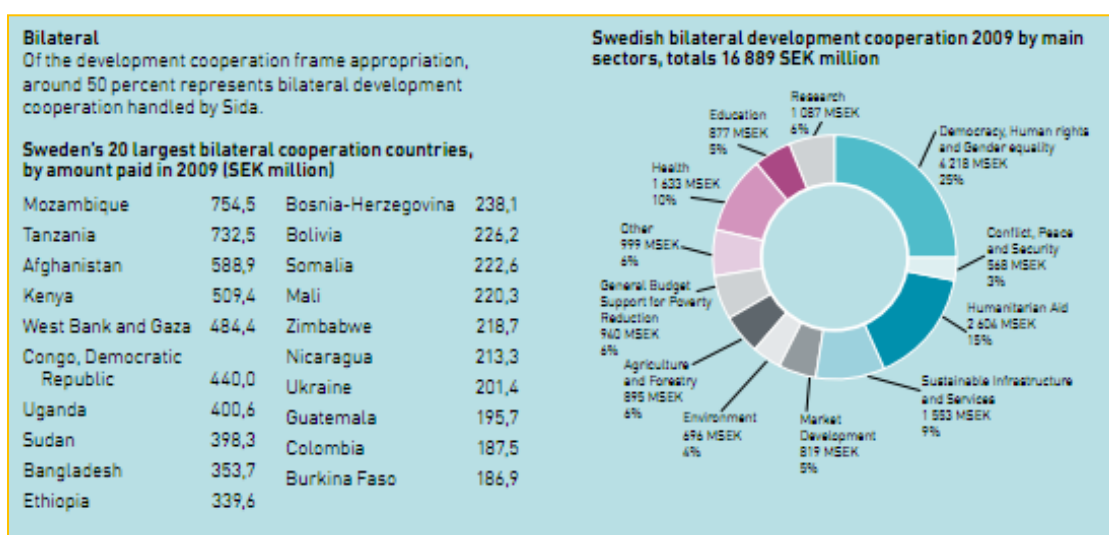
Strategy on youth livelihoods, education and/or employment

There is no mention of youth or young people in Sweden's policy for global development. Furthermore, although Sida's website states that "securing jobs and creating a belief in the future, particularly among unemployed youths, can also be the key to continued stability and security in countries where there are, or have recently been conflicts," very little information is available online in English about whether Sida prioritizes youth issues, including livelihoods and education. However, strategies for development cooperation within specific countries sometimes do have a specific focus on youth. In Liberia, for example, the strategy includes a focus on skills development and education with a particular emphasis on young people and other groups that are at risk of being recruited into armed conflict.

Programming and funding to youth livelihoods, education and/or employment

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[56] Reproduced from Sida. (2010). http://www.sida.se/English/About-us/Publication_database/

YOUTH AND LIVELIHOODS ANNEX: INVESTING IN A YOUTH DIVIDEND

Sida does not have a youth marker on an online projects database. In terms of specific programs related to youth, the only information available from the website and available documentation was the following:

- Sida has contributed to specific programs in Sierra Leone through the mechanism of its trust fund arrangements with UNDP, including the Youth Employment Program (YEP). The YEP (also known as the Youth Employment Scheme or YES) started in 2006 and provides rapid employment opportunities and income-generation activities to young people through public works, private sector incentives, and self-employment programs for marginalized youth.[57]

- A study on the achievements and experiences of projects on inter-ethnic education and youth work in Macedonia.[58]

Sweden is presently developing a business for development program on youth and employment, focusing on public and private partnerships. The emphasis is on technical and vocational skills development. And the first agreement was signed in Iraq for a period of four years between Scania and UNIDO. Sida is making these types of investments to create jobs for youth, by using the capacity of the business community in order to match skill development with market demand. Several similar agreements are planned both in conflict and non-conflict countries.

The Swedish government has also allocated 1.5 billion Swedish kronor (US$233 million) to support civil society organizations engaged in the developing world in 2011, including 1.2 billion SEK for organizations under Sida's framework agreement system.[59] If a local CSO is interested in entering into a partnership with a Swedish CSO, it is advised to contact any of the current 15 framework organizations.[60] It should be noted that Sida places high value on the effective and quality use of funding support, conducting regular system-based audits of framework organizations to ensure that funds are used appropriately.

In a push to fulfill MDGs 1, 2, 4 and 5, the Swedish government further committed to support child- and youth-focused initiatives, including to support youth employment. For 2011, this initiative amounts to a total sum of 500 million SEK (about 75 million USD). Of this, 200 million SEK (about 30 million USD) will be appropriated to Sida's Civil Society Unit. The initiative is expected to run for up to three years. One part of this support—18.5 million SEK for 2011-2013—will be provided to IBIS for implementation of support in Ghana, Liberia and Sierra Leone.

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[57] Sewell, L. and Giles, C. (2008). http://sidapublications.citat.se
[58] Anger, J., van't Rood, R.A. and Gestakovska, Z. (2010). http://sidapublications.citat.se
[59] Sida. http://www.sida.se/English/Partners/Civil-Society-/Funding-support-to-civil-society-organisations--/Framework-organizations-/
[60] The framework organizations include: Forum Syd (the largest Swedish organization with a framework agreement); LO-TCO Secretariat of International Trade Union Development Co-operation; Olof Palme International Center; PMU InterLife; SHIA; Swedish Mission Council; Africa Groups of Sweden; Diakonia; Swedish Cooperative Centre; the Swedish Society for Nature Conservation; Save the Children Sweden; The Church of Sweden; WWF Sweden; Plan Sweden; and RFSU.

**SDC – Swiss Agency for Development and Cooperation
Switzerland**

Strategic overview

The official Swiss development assistance is primarily implemented by two institutions:

- The Swiss Agency for Development and Co-operation (SDC) within the Federal Department of Foreign Affairs (FDFA), with units on regional cooperation, global cooperation, humanitarian aid, and cooperation with Eastern Europe;
- The State Secretariat for Economic Affairs (SECO) within the Federal Department of Economic Affairs (FDEA), responsible for the implementation of economic and trade policy measures.

Together, SDC and SECO manage around 80% of the development program (with SDC managing 66.4%). Other institutions involved include the FDFA's Political Affairs Division IV (peace and human rights); the Federal Office for Migration (refugees); and the Federal Department of Defense, Civil Protection and Sports (peace promotion initiatives).

SDC has a budget of US$1.9 billion for 2011 and supports projects under 13 themes, namely agriculture and rural development, climate change and environment, **conflict prevention and transformation**, economic integration, **education, emergency assistance and reconstruction**, **employment and income, gender**, governance, health, migration, rule of law and democracy, and water. See Figure 3 for thematic allocation of resources.

Figure 3: SDC Bilateral development cooperation by themes, 2008-2009 (millions CHF)[61]

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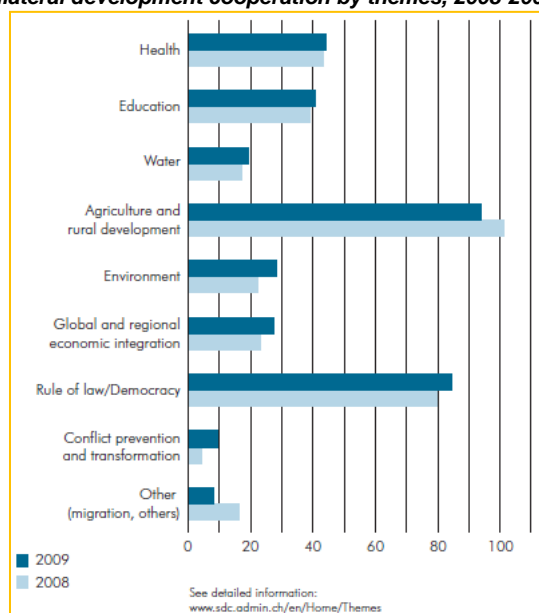
[61] Reproduced from SDC. (2009). http://www.sdc.admin.ch/en/Home/About_SDC/Brief_portrait

Currently SDC has programs in 14 priority countries (Bangladesh, Benin, Bhutan, Bolivia, Burkina Faso, Chad, Laos, Mali, Mozambique, Nepal, Nicaragua, Niger, Pakistan and Tanzania) as well as special programs in Afghanistan, Cuba, Great Lakes, Mongolia, North Korea, southern Africa, and the West Bank and Gaza. SDC is expected to close its bilateral cooperation programs or shift its focus in Bhutan, India, North Korea, Pakistan and Peru by 2012.[62]

Strategy on youth education, livelihoods and/or employment

In 2007, the SDC published its youth policy,[63] which committed SDC to working to overcome youth unemployment, especially in conflict situations. At the time, there was an intention to include youth as a specific traversal theme within SDC. But a subsequent reorganization of SDC led to the streamlining of SDC's themes and the policy was superseded and never implemented. Nonetheless, a large number of SDC programs still have youth as one of their core beneficiary groups. Furthermore, SDC has longstanding experience in support of education and skills development. It emphasizes the importance of a broad-based, flexible approach to promote the development of skills and competencies for employment.[64] See Box 5 below.

Box5: SDC Focus - Vocational Skills Development[65]

"SDC's work is based on the concept of vocational skills development. Its activities are aimed at the poorest and most vulnerable sections of the population, with emphasis on young people and women as well as rural populations. By coordinating and integrating its activities with other education-related activities in a country, SDC endeavors to establish an efficient, flexible educational system that addresses local requirements and understands and supports the need for lifelong learning. The specific aims of SDC include the following:

- **Promotion of access to vocational training opportunities**, particularly for poor and disadvantaged segments of the population. This requires a significant increase in the range of available vocational skills development training, which is only possible with the involvement of private training providers. SDC supports the development and adaptation of national standards governing the activities and quality of public and private training providers. SDC supports different ways of making training options more widely available and affordable, for example, by reducing entrance barriers, supporting innovative teaching and learning methods, expanding and adapting such options for rural regions, and including business expertise in the curriculum in order to promote self-employment.

- **Promotion of the relevance and quality of vocational skills development opportunities** by bringing them more into line with market demands. This can be done by gearing them to local and regional economic conditions, encouraging the involvement of private companies in developing occupational profiles and financing further education, and developing flexible further training options that enable employees to adapt to the changing requirements of the job market (lifelong learning)."

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[62] Villarino, E. (2011, May 3). http://www.devex.com/en/articles/top-bilateral-donors-a-primer
[63] SDC. (2007). www.sdc.admin.ch/ressources/resource_en_159093.pdf
[64] SDC. http://www.sdc.admin.ch/en/Home/Themes/Employment_and_income/Vocational_skills_development
[65] SDC. http://www.sdc.admin.ch/en/Home/Themes/Employment_and_income/Vocational_skills_development

YOUTH AND LIVELIHOODS ANNEX: INVESTING IN A YOUTH DIVIDEND

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Overall, SDC tends to have a focus on inclusion and targets its programming at excluded groups, including women and youth. For example, the most recent SDC annual report (2009)[66] notes that Switzerland aims to improve the educational offering and educational opportunities for disadvantaged population groups and provides examples of two projects supporting education for young people and adults:

- In Niger, Switzerland is involved in a literacy campaign targeting around 10,000 young people and adults, of whom 60% are women. In the region benefiting from the SDC's programs, the rate of school quitters dropped by more than half.

- In the rural areas of Burkina Faso, Switzerland is combining basic education with practical training, which improves the people's earning prospects and strengthens the handicraft tradition.

Programs and funding on youth livelihoods, education and/or employment

Like other donors, there is no accurate way to determine how many Swiss projects and programs focus on youth or include a youth component. SDC has a project database[67] on its website, but it only includes a selection of current projects. Although a "youth" marker does exist,[68] it has not been used consistently and the database has not been analyzed against this marker; therefore, it is not possible to search by "youth." A search by themes[69] revealed the following examples of youth programming:

- Peru: Vocational education and training program

- Bosnia: Better employment opportunities for Bosnian youth

- Serbia/Albania: Education for ethnic minorities, including a fund for Roma minorities in Eastern European countries

- Burkina Faso, Benin, Niger, Togo, Mali, Haiti and DRC: Courses for adult education teachers

- Bangladesh: Basic education and professional training with CMES

- Benin: Supporting education of girls (at secondary and higher education levels)

The SDC technical advisor who was interviewed said that, in practice, all SDC projects on education and skills development include young people as a target group or amongst their wider beneficiaries. However, SDC is decentralized and country offices determine specific programming priorities at country level depending on their analysis of the context.

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[66] SDC. (2009). http://www.sdc.admin.ch/en/Home/About_SDC/Brief_portrait
[67] SDC. http://www.sdc.admin.ch/en/Home/Projects
[68] The marker was introduced, when SDC planned to approach youth as a transversal theme, but the marker has not been in use since this plan was dropped.
[69] Including the following thematic searches: conflict prevention; education; emergency assistance and reconstruction; employment and income; and gender.

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About a third of Swiss bilateral aid is channeled through partners such as NGOs, research institutions and public-private partnerships for development. See Table 3 below for a list of SDC partners. In 2009, the OECD recommended that Switzerland take a more strategic approach to developing partnerships: "SDC's non-intrusive, pragmatic and individual approach to NGOs is positive as it allows for flexibility. However, there are no transparent criteria for engaging in partnerships, no clear links between financial allocations and performance, and no standard guidance for country offices in their approach to NGOs."[70]

Table 3: SDC partners[71]

SDC partners in bilateral activities 2009 (m CHF)	NGO programmes[a]	Humanitarian aid	Dev. coop.	Coop. East	Total[b]
Swiss NGOs	73.0	17.1	86.6	22.4	199.1
of which:					
Intercooperation	–	–	29.7	6.4	36.0
Helvetas	10.7	–	17.4	2.3	30.4
Swisscontact	4.5	–	9.5	2.7	16.7
Caritas Switzerland	5.3	3.9	–	0.7	9.9
Swiss Red Cross	3.6	3.7	–	1.6	8.9
Terre des Hommes, Lausanne	5.9	0.6	0.8	0.2	7.4
Swiss Labour Assistance (SLA)	3.0	0.3	2.5	0.0	5.8
Swissaid	5.6	–	–	0.0	5.6
Bread for All	5.3	–	–	–	5.3
Swiss Interchurch Aid (EPER)	4.4	0.1	–	0.5	5.0
Geneva Federation for Cooperation (FGC)	4.9	–	–	–	4.9
Catholic Lenten Fund	3.5	–	–	–	3.5
Médecins Sans Frontières (MSF)	1.8	1.5	–	–	3.3
Interteam	2.5				2.5
Pestalozzi Children's Village Foundation	2.4	–	–	–	2.4
SolidarMed	0.8	0.3	1.1	–	2.2
Swiss research and university institutions	–	0.6	34.1	8.4	43.1
Swiss private sector	–	4.7	23.9	5.8	34.5
Swiss public sector	–	0.3	11.0	1.0	12.3
United Nations organizations, multi-bilateral activities	–	77.3	30.1	5.6	113.0
International financial institutions, multi-bilateral activities	–	–	19.4	2.7	22.1
Other international organizations	–	114.8	61.5	16.1	192.5
of which: International Committee of the Red Cross (ICRC)	–	105.7	–	–	105.7
Organizations in the South and the East	–	6.0	119.1	20.7	145.7
Total Partners	73.0	220.7	385.8	82.7	762.3
Direct interventions, operating costs	–	50.4	131.2	16.7	198.3
Total 2009	73.0	271.1	517.0	99.4	960.6
Total 2008	69.8	272.5	516.0	99.2	957.5

[a] Contributions to NGOs for development and humanitarian programmes in countries of the South and the East.
[b] Excl. SDC contribution to EU enlargment (7.9 m CHF)

See detailed table:
www.sdc.admin.ch/en/Home/About_SDC/Facts_and_figures/SDC_expenditures/Partners

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[70] OECD. (2009). http://www.oecd.org/document/22/0,3746,en_2649_34603_44020118_1_1_1_1,00.html.
[71] Reproduced from OECD. (2009). http://www.oecd.org/document/22/0,3746,en_2649_34603_44020118_1_1_1_1,00.html.

USAID – United States Agency for International Development
United States

Strategic overview

In September 2010, President Obama signed a presidential policy directive on global development,[72] which recognizes that development is vital to U.S. national security and is a strategic, economic, and moral imperative for the United States. The 2012 budget proposal reflects the value the Obama administration places on using aid to advance U.S. national security with significant levels of funding continuing for development assistance to Iraq, Afghanistan and Pakistan. However there are also reductions in bilateral assistance, funding for international organizations and peacekeeping, and migration and refugee assistance.[73]

USAID also recently announced a new reform agenda, USAID Forward,[74] to change the way the agency does business with focuses on new partnerships, innovation and results. See Box 6.

Box 6: USAID Forward - seven areas of reform[75]

1. **Implementation and Procurement Reform:** In addition to streamlining its procurement process, USAID is looking to expand its base of partners, including more small businesses and local host country organizations.

2. **Talent Management:** USAID is looking at ways to better leverage its existing staff capacity and technical expertise, while also attracting and retaining the best possible staff to address the most pressing development challenges today.

3. **Rebuilding Policy Capacity:** USAID has already created a new Bureau of Policy, Planning and Learning (PPL) that will serve as a center of research, knowledge-sharing and evaluation to create cutting edge development policies.

4. **Strengthening Monitoring and Evaluation:** USAID will be implementing revised monitoring and evaluation policies and tie them to program design and budgeting.

5. **Rebuilding Budget Management:** In consultation with the Department of State, USAID has created an Office of Budget and Resource Management in the Office of the Administrator.

6. **Science and Technology:** USAID will make upgrades to its internal science and technologies capabilities, as well as investing in partner countries though research grants as it seeks to address key scientific and technical barriers that prevent development successes.

7. **Innovation:** As part of its reforms aimed at increasing development impact through innovation, USAID is launching the Development Innovation Ventures Fund. The fund will provide grant money for development solutions through the inception and pilot stages, as well as support for taking successful innovations to scale.

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[72] USAID. (2010). http://www.america.gov/st/texttrans-english/2010/September/20100922173330su0.416424.html
[73] USDoS. (2011). http://www.washingtonpost.com/wp-srv/special/politics/documents/2012budget-full-summary.html#document/p119
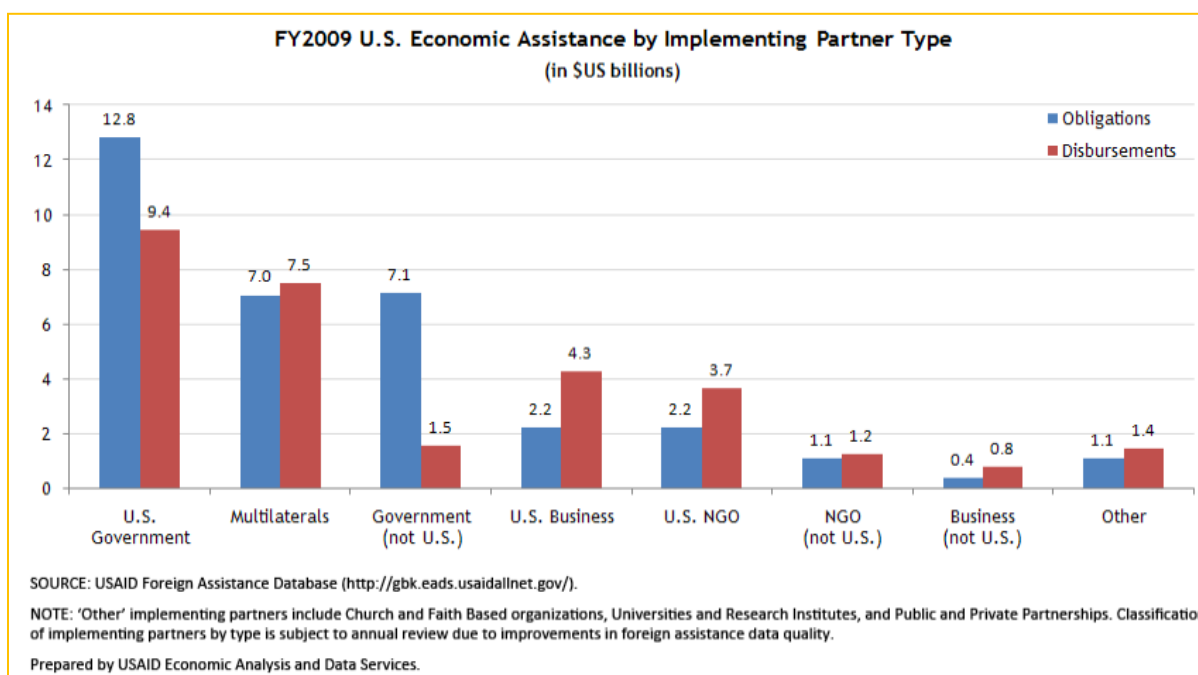[74] USAID. http://forward.usaid.gov/
[75] Paque, J. (2010). http://www.usglc.org/2010/11/15/moving-usaid-forward/

Aid effectiveness is also a key priority. In May 2011, the Caucus for Effective Foreign Assistance was launched—a bipartisan effort to look into how the United States currently delivers foreign assistance in an effort to help improve the effectiveness of U.S. aid and educate members of Congress.

U.S. economic assistance is largely implemented by the U.S. government and multilateral organizations—such as the World Bank, United Nations, and World Trade Organization. However, as Figure 4 below shows, US3.7billion was disbursed to U.S. NGOs during the fiscal year 2009.

Figure 4: US bilateral aid by type of partner[76]

FY2009 U.S. Economic Assistance by Implementing Partner Type
(in $US billions)

SOURCE: USAID Foreign Assistance Database (http://gbk.eads.usaidallnet.gov/).

NOTE: 'Other' implementing partners include Church and Faith Based organizations, Universities and Research Institutes, and Public and Private Partnerships. Classification of implementing partners by type is subject to annual review due to improvements in foreign assistance data quality.

Prepared by USAID Economic Analysis and Data Services.

Strategy on youth livelihoods, education and/or employment

USAID produced a *Youth Livelihoods Development Program Guide* in 2008.[77]   The guide outlines the importance of effective livelihood development strategies for young people, including ways to acquire human, social, financial, and physical capital, integrating youth livelihood development with programs in other sectors, and building the capacity of local service providers.

USAID's Education Strategy for 2011-2015[78] identifies three global education goals, of which the latter two are relevant:

1.   Improved reading skills for 100 million children in primary grades by 2015;

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[76] Reproduced from USAID. http://gbk.eads.usaidallnet.gov/data/fast-facts.html.
[77] James-Wilson, D. (2008). http://www.equip123.net/docs/e3-LivelihoodsGuide.pdf
[78] USAID. (2011). http://www.usaid.gov/our_work/education_and_universities/documents/USAID_ED_Strategy_feb2011.pdf

2. Improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country's development goals; and

3. Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.

USAID's Bureau for Policy, Planning and Learning is also in the process of developing a youth policy framework—developed by, for and with youth—for the agency, expected for publication around the end of 2011.[79] This policy will be the result of consultations with youth, as well as internal and external stakeholders, in order to educate and persuade for capitalizing on prior investments made on children and investing in a youth as a means for sustainable development. The policy framework recognizes that youth issues are cross-cutting and sets out to do the following:

1. To imbue a sense of positive youth development within the agency, to influence a culture change about how people think about and perceive youth.

2. To better understand the role that youth play in development and how USAID can support that role.

3. To promote youth development activities that engage youth in every part of the process (i.e., design, implementation, evaluation).

In terms of the agency's approach in determining where to invest resources, USAID will consider the following factors:[80]

1. The degree to which youth are a key dimension of the U.S. government's foreign policy commitment in a particular country or context;

2. The country context in terms of local commitment to youth, including government priorities;

3. The likelihood of youth being involved in or prone to be involved in violence or instability; and

4. Donor coordination.

The policy framework will promote programs that foster for youth

- support mechanisms that involve mentors, family and communities;

- second chances, ensuring that youth who are stigmatized have opportunities to thrive;

- gender equality; and

- innovation through technology.

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[79]Presentation by Nicole Goldin and Mark Hannafin (October 25, 2011). Consultation with USAID on the new policy for youth in development at InterAction, Washington, D.C.

[80] USAID will have different approaches for different demographic growth contexts. For example, a country with a large current youth population will warrant a different approach and strategy than one whose largest demographic is young children.

Programs and funding on youth livelihoods, education and/or employment

USAID supports youth programs that address a diverse spectrum of youth needs and draws on technical expertise in education, health, democracy and governance, natural resource management, economic development, and agriculture. At the time of writing, USAID's Development Experience Clearinghouse (DEC) website was pending approval, and it was not possible to provide a comprehensive list of USAID-funded youth projects. However, some examples of youth development activities are listed below. USAID representatives at the consultation with USAID on the new policy for youth in development estimated that they allocate $300 million for youth programs.[81]

- **Literacy for Out-of-School Youth:** USAID's Basic Education[82] and EQUIP3[83] programs provide training in literacy, numeracy and other basic skills for out-of-school youth through initiatives such as Liberia's Accelerated Learning Program[84]

- **Youth Livelihoods:** Livelihood development programming, consist of programs like, USAID/Haiti's Out-of-School Youth Livelihood Initiative (IDEJEN) project, Preparing Youth for Work (PAS) in East Timor, Garissa (G-Youth) project in Kenya, Shagodoon Somalia youth livelihood program in Somalia, and AKAZI KANOZE youth livelihood project in Rwanda.

- **Youth and Workforce Development:** USAID's Workforce Development[85] programs focus on developing youth employability skills, such as critical thinking and facility with computer technology, as well as specific technical/vocational skills. See Box 7. For example, the Al-Saleh Institute Support Project for Youth (AISPY) aims to provide targeted youth in Yemen with the technical, vocational, interpersonal and life skills needed to build their capabilities, enhance their self esteem and self-image, and improve their employment prospects in the job market.

- **Youth and Microenterprise:** USAID's microenterprise development office[86] collaborates with field practitioners and programs to develop, implement, and assess the impact of market-oriented strategies that advance economic situations for youth. The Youth Livelihoods[87] program within the MicroLinks activity is an example of such programs.

- **Youth and Post-Conflict Stability:** USAID's conflict management and mitigation office is helping USAID to engage young people often left behind by more traditional development programs. Programs such as USAID/Middle East's Developing Leaders Program[88] reintegrate former child soldiers, create opportunities for youth to participate in community and political arenas, and provide job training.

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[81] Presentation by Nicole Goldin and Mark Hannafin (October 25, 2011). Consultation with USAID on the new policy for youth in development at InterAction, Washington, D.C.
[82] USAID. http://www.usaid.gov/our_work/education_and_universities/basic-ed/index.htm l
[83] The Educational Quality Improvement Program 3 (EQUIP3) is designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. http://www.equip123.net/
[84] USAID. (2008). http://monrovia.usembassy.gov/pdfs2/education.pdf
[85] USAID. http://www.usaid.gov/our_work/education_and_universities/workforce_dev/index.html
[86] USAID. http://www.usaid.gov/our_work/economic_growth_and_trade/micro/index.html
[87] See http://www.microlinks.org.
[88] USAID. http://www.usaid.gov/our_work/cross-cutting_programs/conflict/success_stories/middle_east_feb.html

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Box 7: USAID workforce development - global and regional youth projects[89]

EQUIP3/Youth Trust: engages and prepares out-of-school youth for their roles within the world of work, civil society and family life through strengthening youth and youth-serving organizations, including nongovernmental organizations, government agencies, private businesses, and education and training providers.

Youth: Work (International Youth Foundation II - GDA - Youth: Work Program): prepares youth in Latin America and the Caribbean for jobs in the information technology field.

Global Sustainable Tourism Alliance: advances the state-of-the-practice in sustainable tourism development and allied fields and assists USAID missions and other operating units to design and implement innovative, integrated, and market-based tourism approaches that will foster sustainable futures for individuals, including youth, local communities, and societies in USAID-presence countries.

Higher Education for Development (HED): supports the worldwide development goals of USAID, primarily by coordinating the engagement of the higher education community to address development challenges. HED in cooperation with the USAID and the U.S. Department of State establishes workforce and entrepreneurial partnerships between U.S. community colleges and technical and vocations schools and centers in developing countries.

Education and Employment Alliance (EEA): works in six countries with high youth unemployment rates—Egypt, India, Indonesia, Morocco, Pakistan and the Philippines—to develop and expand quality education, job training and placement programs. From 2005-2010, over 29,000 youth participated in employability skills training interventions.

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[89] USAID. (2011). http://www.usaid.gov/our_work/education_and_universities/workforce_dev/index.html

YOUTH AND LIVELIHOODS ANNEX: INVESTING IN A YOUTH DIVIDEND

USDoS – United States Department of State
United States

Strategic overview

The State Department manages America's diplomatic relationships and promotes and protects the interests of American citizens. It has four main foreign policy goals:[90]

- Promoting peace and stability in regions of vital interest;

- Creating jobs at home by opening markets abroad;

- Helping developing nations establish investment and export opportunities; and

- Bringing nations together and forging partnerships to address global problems, such as terrorism, the spread of communicable diseases, cross-border pollution, humanitarian crises, nuclear smuggling, and narcotics trafficking.

The 2010 national security strategy states, "We must balance and integrate all elements of American power and update our national security capacity for the 21st century."[91] As part of a "smart power" approach, the State Department recognizes that "development is central to solving global problems"[92] and has identifies five specific policy approaches for "smart power:"

1) Update and create vehicles for cooperation with our partners;

2) Pursue principled engagement with those who disagree with us;

3) Elevate development as a core pillar of American power;

4) Integrate civilian and military action in conflict areas; and

5) Leverage key sources of American power, including our economic strength and the power of our example.

Strategy on youth livelihoods, education and/or employment

The State Department has just developed its youth policy, although it is not yet publicly available.

Programs and funding on youth livelihoods, education and/or employment

The State Department is making significant investments in youth livelihood/education programming, not only as a result of counter insurgency efforts, but also in terms of their increased focus on the Middle East. See Box 8 below.

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[90] US State Department. (2010). http://www.state.gov/documents/organization/150505.pdf
[91] *Ibid.* p.4
[92] *Ibid.* p.4

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Box 8: Middle East Partnership Initiative (MEPI)[93]

Founded in 2002, MEPI is a U.S. State Department program that supports reform efforts in the Middle East and North Africa. MEPI enables U.S. embassies in the region to identify and support key projects through its local grants program. Its five stated goals are to (1) empower women and youth; (2) improve and expand education; (3) strengthen civil society and the rule of law; (4) increase political participation; and (5) encourage economic reform.

The program is a focused but flexible mechanism that provides seed money for unique and sustainable projects, particularly projects that help develop the capacity and sustainability of non-governmental organizations in the region. Applications for MEPI local grant funding are accepted on an ongoing basis and grants usually range from $25,000 to $100,000 and typically last up to one year.
Recent MEPI projects include the following:

Yemen - The MEPI Student Councils Project established student (and parent) councils in 410 schools in seven governorates in Yemen. By the end of 2010, 150 additional schools in 3 governorates will establish councils. The project promotes youth leadership and community participation, while exposing young people to the fundamentals of democracy. As a result of the project's success, the Yemeni ministry of education has revised its bylaws to require student councils in every high school.

West Bank and Gaza - The American-Palestinian Local University Scholarship (A-PLUS) project, implemented by the America-Mideast Educational and Training Services, Inc. (AMIDEAST) and launched February 2010, provides scholarships for promising but disadvantaged students to attend universities in the West Bank and Gaza.

Yemen - **The Education for Employment Foundation (EFE)** creates partnership foundations led by education, business, and civil society leaders who are dedicated to youth education and employment. For example, in Yemen, the Work Place Success training and program activities are creating skilled and confident young leaders capable of effectively participating in their communities and strengthening Yemen's economic infrastructure.

Egypt - The Banking Training Program (BTP) includes 168 hours of workplace success training for Egyptian youth, 37 hours of English language training, 40 hours of technical banking training, and 28 hours of on-the-job training with Banque Misr. EFE programs place graduates directly into competitive jobs.

Region-wide - **The MEPI Student Leaders Training Program** brings university students from all over the MENA region to the United States. Upon completion of their U.S.-based activities, participants join the MEPI alumni network and create and carry out civic engagement programs in their home communities.

Region-wide - The Tomorrow's Leaders Scholarship Program provides more than 50 scholarships to high school students in the Middle East and North Africa who are economically disadvantaged but who have the drive and energy to be leaders in their communities. Selected participants attend one of three U.S.-accredited universities in the region.

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[93] See www.mepi.state.gov.

ILO[94] — International Labour Organization

Strategic overview

The International Labour Organisation (ILO) is a specialized agency of the United Nations, founded in 1919 for united action in the cause of social justice and better working and living conditions worldwide. The ILO is composed of 183 member states. It is a tripartite organization, with worker and employer representatives taking part in its work on an equal basis with governments. The ILO works toward the goal of "decent work" for all through four strategic objectives that aim to i) promote and realize fundamental principles and rights at work, ii) create greater opportunities for women and men to secure decent employment, iii) enhance the coverage and effectiveness of social protection for all, and iv) strengthen tripartism and social dialogue.

The work of the ILO on youth employment cuts across the above-mentioned four strategic objectives with the aim of improving opportunities for young people to gain and maintain decent jobs. Through its Youth Employment Programme (YEP), the ILO provides technical assistance in a wide array of youth employment-related areas with the overall aim of strengthening national capacities to develop policies and programs that enhance employability, improve employment prospects and increase earnings of young people. This assistance includes (i) data collection on the nature and dimensions of youth employment, unemployment and underemployment; (ii) analysis of the effectiveness of country policies and programs on youth employment; (iii) technical assistance in formulating and implementing national youth employment programs that focus on targeted active labor market measures; (iv) advocacy and awareness-raising activities to promote decent work for youth with a focus on employability, employment and workers' rights; and (v) strategic partnerships on youth employment through the promotion of cross-country and global peer networks, inter-agency cooperation across United Nations and other international agencies, and collaboration between the private and public sectors at the international, regional and national levels. YEP is a program of the ILO's employment sector that operates through a global network of specialists working in the technical departments across the ILO both in the field (60 offices around the world) and at its headquarters (Geneva).

Strategy on youth livelihoods, education and/or employment

The ILO's strategy for implementation of country level interventions is usually based on

- *a needs assessment* that: (i) identifies the main challenges of youth employment, (ii) revises existing youth employment policies and programs, and (iii) analyzes institutional mechanisms and their capacity to foster decent youth employment opportunities;

- *capacity development activities, tailored to the needs of recipients*: training courses cover a wide range of areas, such as skills and employability, by providing apprenticeships and skills training;

- *direct interventions,* such as (i) fostering an entrepreneurial culture and (ii) facilitating access to social finance through financial literacy.

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[94] This report recognizes that as a UN agency, the ILO is not a donor agency, but it is nonetheless represented in this report, because of its significant investments in youth livelihoods and education through support to governments as well as through implementing partners.

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The development of national action plans on youth employment is often used as a catalyst to facilitate the above process. Assistance to governments and to employers' and workers' organizations in the preparation of a national action plan, as well as other relevant stakeholders, such as youth groups, ensures the sustainability of national and local interventions by providing a solid link between policy development and implementation.

Interventions at *country level* vary according to the national context. The figure below provides an intervention model based on the most frequent requests for ILO technical assistance.

Figure 5: Youth employment intervention model
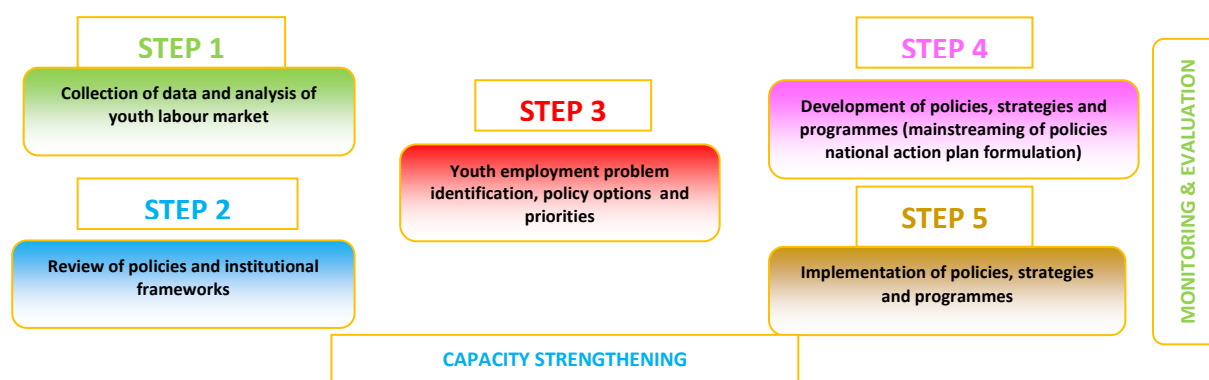
YEP provides assistance and advisory services to targeted countries using the following logic:

Step 1: Data collection on the nature and dimensions of the youth employment challenge, through unemployment and underemployment and informal vs. formal economy and analysis of the labor market effectiveness and bottlenecks to absorb youth entering and remaining in the labor market (e.g., tool - school to work transition survey);

Step 2: Review of effectiveness of country policies and programs on youth employment, including national and local capacity to deal with youth employment issues (e.g., tool – guides for the analysis of youth labor market);

Step 3: Identification of youth employment problems based on the findings from the above-mentioned two steps (e.g., guides for the elaboration of youth employment strategies and national action plans for youth employment);

Step 4: Technical assistance in formulating and implementing national youth employment policies, strategies and national action plans (e.g., action-oriented guide and matrices for national action plans and capacity building program for national youth employment committees);

Step 5: Technical assistance for the implementation of priority policies and national youth employment programs. ILO expertise is mobilized on the basis of the identified priorities (through the national action

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plan) and can include the formulation and implementation of national youth employment programs that focus on employment-intensive investment, skills development, youth entrepreneurship, access to finance and other targeted active labor market measures.

Box 9. Examples of ILO's technical cooperation on youth employment

The results of recent mid-term and final evaluations of youth employment projects demonstrated impact in terms of policy and institutional change, as well as providing decent jobs for young people. The following are a few examples of the ILO's technical cooperation on youth employment:

- The **education and skills training for youth employment project in Indonesia** achieved the following results: (i) More than 70,000 youth benefited from job and education counselling, employability and entrepreneurship services through the education system and employment centers; (ii) Around 65% of youth who attended skills training sessions are already (self) employed; 47% of them are women; (iii) The Ministry of National Education introduced reforms in the provision of non-formal competency-based training by private providers and NGOs.

- The **youth employment program in Timor Leste** (i) generated 1,046,014 work days for 35,533 people in rural areas; 70% of participants in the employment-intensive projects improved literacy and numeracy skills; (ii) provided 12,238 jobseekers with counselling, work experience, internship and job placement services; and (iii) provided off- and on-the-job training, work experience programs, internships, enterprise development and self-employment training to young people through the establishment of the Employment and Training Fund. This fund reached 3,656 individuals; 80% of them were women.

- The program on **public-private partnership for youth employment in Latin America (PREJAL)** provided cost-effective employment and training programs to more than 17,000 disadvantaged youth with approximately US$150 average cost per program participant. The institutional development component of the same program managed to produce systemic change, by placing youth employment high in the development agenda of the eight countries in Latin America.

- Through the project on **youth employment in Kosovo**, around 135,000 youth received counselling and guidance services, 12,317 unemployed individuals were trained in 27 priority occupations and 2,000 unemployed persons underwent self-employment and entrepreneurship training with follow-up assistance leading to a business plan. The same project supported the development of a youth employment policy and action plan.

- In **Peru, the youth employment action plan (2009-2012),** developed by the government with the technical support of the ILO, has assisted more than 260,000 disadvantaged youth in finding a job. In line with the action plan, the government has introduced the following institutional reforms: reduction of the "red tape" and costs relating to job applications through the introduction by the Public Employment Service (PES) of a "one-stop-shop" free of charge single certificate that contains all pieces of information (Certi Joven); modernization of career guidance services; establishment of a training program targeting young entrepreneurs, alongside an information system that simplifies market assessments; and establishment of an online information and orientation service for young migrants living abroad and young Peruvians planning to seek work abroad.

Programming and funding on youth livelihoods, education and/or employment

At present, the ILO coordinates 52 youth employment projects worth USD 123,036,105, which focus on creating job opportunities for young people around the world.

ILO projects are mostly funded by different donors; for example, the MasterCard Foundation has recently funded ILO with USD 14,640,763 to implement a global program entitled Work 4 Youth.

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The following donors are currently investing in youth employment projects through the ILO: Australia, Belgium, Canada, Denmark, Direct Trust Fund, Germany, Italy, Japan, Luxembourg, The MasterCard Foundation, MDG Fund, Netherlands, Norway, One UN Fund, Spain, Sweden, Switzerland, and UN Peace Building Fund.

In order to leverage resources and optimize outreach for its work on youth employment, the ILO has established several strategic partnerships. To foster policy coherence on youth employment and create linkages with broader policy frameworks, the ILO collaborates with bi- and multi-lateral organizations at national, regional and international levels. The ILO co-chairs the UN Inter-Agency Network on Youth Development that is composed of 34 UN entities and is one of the lead agencies of the Youth Employment Network through which it provides advisory services, including evaluation clinics.

UNDP[95] — United Nations Development Programme
Bureau for Crisis Prevention and Recovery

Strategic overview

The Bureau for Crisis Prevention and Recovery (BCPR) was created in 2001 by UNDP's executive board to meet people's immediate needs and restore their quality of life after natural disasters or violent conflicts. In its Strategic Plan 2008-2011,[96] UNDP identified crisis prevention and recovery as a priority area with three specific goals: (1) enhancing conflict prevention and disaster risk management capabilities, (2) ensuring improved governance functions post crisis, and (3) restoring the foundations for local development.

Currently operating in over 100 country offices, BCPR aims to respond to these conflict prevention goals by

- **Working on the ground before, during and after conflicts**: Experience shows that conflict prevention and recovery work is successful when addressed within the broader context of human development; thus UNDP addresses security issues with a development perspective.

- **Taking calculated risks**: UNDP has developed a conflict analysis framework that assists UN organizations and national counterparts in understanding the causes and dynamics of conflict; analyzing current policies, practices and programming from a conflict lens; and designing and implementing conflict-sensitive programs.

- **Ensuring practical, positive outcomes for women and girls in crisis**: A strong focus on gender equality is an important part of all UNDP's programming, particularly in the area of conflict.

UNDP/BCPR's current vision is incorporated in their agenda of HOPE,[97] which is outlined in Box 10 below. As part of the HOPE agenda, UNDP/BCPR recognizes the economic merits of investing in prevention, peacemaking and peace-building, including generating opportunities for employment and improved livelihoods, and for reconciliation and building social cohesion. A key aspect of the agenda of HOPE is the empowerment of women, including education and providing the training and finance that women need to start their own business.

Box 10: UNDP/BCPR's HOPE Agenda for Countries in Crisis[98]

H— HEALTHY SOCIETY: To help create healthy societies, we need to intensify our prevention efforts, reduce the exposure and vulnerability of communities to natural hazards, step up our recovery work and never forget that in the end, it is the respect for human dignity that matters most.

O – OPPORTUNITY: To build peace—and thus create the stable foundation upon which a society can thrive—we need to generate opportunities for employment and improved livelihoods, for reconciliation

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[95] This report recognizes that as a UN agency, UNDP is not a donor agency, but it is nonetheless represented in this report, because of its significant investments in youth livelihoods and education through support to governments as well as through implementing partners.
[96] UNDP. (2008). http://www.undp.org/execbrd/pdf/dp07-43Rev1.pdf
[97] Ryan, J. (2009). http://www.undp.org/cpr/documents/hope_agenda.pdf
[98] Ryan, J. (2009). http://www.undp.org/cpr/documents/hope_agenda.pdf p.3

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and building social cohesion.

P – PROTECTION: The first casualty of crisis is physical security. We must protect communities by ensuring that the rule of law is respected and access to justice becomes a reality. Our efforts are linked with other UN entities engaged in this field, but by working together we can do so much more.

E – EMPOWERMENT: Inclusion is the first step toward empowerment, especially in countries confronting the aftermath of crisis.

At present, the four priority areas for the UNDP/BCPR are the following:

i) **To support UN system coherence**, by deploying staff, including recovery advisors (including early recovery advisors when applicable) and peace and development advisors, to support the resident coordinator's office.

ii) **To support country offices**, including the provision of relevant technical advice, especially how to translate policies into practice and concrete programs and the allocation of catalytic funding to support immediate country priorities.

iii) **To support women's empowerment**, by rolling out programs that respond to and prevent gender-based violence in at least five countries (Democratic Republic of Congo, Haiti, Papua New Guinea, Sierra Leone and Sudan). In addition, ensure that UNDP gender advisors are on the ground in at least 10 countries, including those with UN DPKO/peacekeeping missions.

iv) **To become a global center of excellence for crisis prevention reduction practice**, by providing evidence-based and focused support to country offices.

Strategy on youth livelihoods, education and/or employment

UNDP was one of the first organizations to publish reports on youth in fragile states, including their 2006 report *Youth and Violent Conflict: Society and Development in Crisis,*[99] which identified the scarcity of education and employment opportunities as key factors underpinning young people's sense of exclusion from society*.*

In 2007, the UNDP followed up with the information note, *Programming for Youth in Conflict Prevention and Recovery: Lessons Learned from UNDP Experience*,[100] which recognized the need for knowledge codification and cross-country learning on the youth/violence linkage and its programmatic implications.

However, the work in 2006-2007 was conducted by two UNDP/BCPR staff who were working specifically on youth during this period. At the end of 2007, both of these staff members had been reassigned to other posts and were not replaced. Therefore, since 2008, there has been nobody in UNDP/BCPR who has been explicitly responsible for youth. Nonetheless, UNDP has continued to target many key programs at youth and different UNDP/BCPR teams work on youth in different ways:

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[99] UNDP. (2006). http://www.undp.org/cpr/whats_new/UNDP_Youth_PN.pdf
[100] UNDP. (2007). http://www.undp.org/cpr/documents/whats_new/Information_Note_Youth_Conflict.pdf

- *The new Livelihoods and Economic Recovery Group*: Works on employment creation and income generation. Also works on DDR and mine action and integrates youth livelihood issues.

- *The Conflict Prevention Group*: Works on youth, conflict prevention and peace-building.

- *The Governance and Rule of Law Unit:* Includes work on SALW and on youth political participation.

In addition, the Private Sector Unit in UNDP's Partnership Bureau also works on youth issues.

It should be noted that UNDP/BCPR's recent strategy documents (the *HOPE agenda* and *Donor Proposal for Conflict Prevention and Recovery*) do not explicitly identify youth as an important priority issue for 2009-2010. However, UNDP/BCPR does state an intention to develop applied research and guidance to address specific issues on conflict prevention, such as natural resource management, youth and human rights. Also the UNDP/BCPR staff interviewed suggested that including youth as target groups for key programs in the area of livelihoods, employment generation, economic recovery and DDR would continue to be a priority in the future, especially in light of the current situation in the Arab world. They have noted a recent increase in interest from bilateral donors in programming specifically for youth in the wake of the mass protests and uprisings.

Programs and funding of youth livelihoods, education and/or employment

Overall, in terms of livelihoods programming, UNDP/BCPR favors a community-based approach, which targets vulnerable populations such as youth, women and IDPs and their households and communities. In other words, it does not exclusively target youth but tries to focus on youth as part of an integrated community approach. Nonetheless, UNDP/BCPR's DDR programs tend to have a more of explicit focus on ex-combatant youth, although they also focus on the receiving community.

In terms of UNDP's specific approach to youth employment, UNDP has adapted the UN (2009) policy on employment creation, income generation and reintegration.[101] This proposed a three track approach covering (i) livelihoods recovery and stabilization, (ii) local economic recovery, and (iii) longer-term sustainable employment. In terms of specific UNDP/BCPR approaches and programs, these include the following:[102]

(i)   Short-term livelihoods recovery and stabilization – The focus is on emergency employment (e.g., cash-for-work), community infrastructure rehabilitation, grants for asset replenishment, enterprise recovery and development, and equipment and set-up packages.

(ii)   Medium-term local economy recovery – This includes programs on vocational training, micro-finance, value chain development, SME development with a strong focus on youth and women.

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[101] United Nations. (2009). http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---ifp_crisis/documents/publication/wcms_117576.pdf
[102] Document supplied by UNDP/BCPR Livelihoods and Economic Recovery Group – *Livelihoods and Economic Recovery Component – Donor Proposal.*

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(iii)   Long-term institutional development – This includes programs to develop capacity of key institutions in order to create sustainable employment and inclusive economic growth (e.g., ministries, CSOs, private sector organizations, chambers of commerce, professional organizations, etc.).

In some cases a program is specifically focused on youth employment/livelihoods; in others, youth are a key target group or youth livelihoods is one component. For example, the UN Peace Building Fund has accorded funding to UNDP/BCPR for specific youth employment programs in Guinea-Bissau, Sierra Leone and Zimbabwe. In Gaza, UNDP is about to implement a new integrated program on conflict transformation, combating exclusion and livelihoods with funding from New Zealand. Also, some of UNDP/BCPR's work on livelihoods and employment generation falls under a specific ILO/UNDP partnership currently working / planning to work in five or six countries (Burundi, Cote d'Ivoire, Guinea-Bissau, Nepal, Sierra Leone, and Timor Leste).

In terms of funding, between 2009 and 2013, almost US$155 million of financial, programmatic and technical support will be sought for provision to over 32 UNDP country offices in crisis (disaster and conflict-affected) countries.[103] Approximately half of all livelihood and economic recovery programs had a youth component—12 programs worth an approximate total of just over USD 80 million.

In terms of the types of project funded in conflict-affected and disaster-affected contexts, most projects focus primarily on one or more of the following:[104]

- Youth employment and empowerment programs

- Job creation for youth and vulnerable communities through labor intensive, environmentally friendly, conflict-sensitive projects and cash for work programs

- Grants provided to young entrepreneurs

- Skills training activities

In addition, UNDP funds several global and country-level initiatives on youth employment:[105]

- **Youth employment specific initiatives**: *The Youth Environment Corps* is a newly developing initiative,[106] which aims to alleviate poverty through the creation of jobs and micro-enterprises for youth, while simultaneously rehabilitating degraded environments and working to maintain healthy ones (including through the provision of access to clean energy). The focus is on youth of employable age (15-24) in post conflict, natural disaster prone, and poverty situations.

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[103] Table provided by UNDP/BCPR Livelihoods and Economic Recovery Group – '*Livelihoods and Economic Recovery Programs Supported by UNDP/BCPR, 2009-2013*' (dated February 2011).
[104] Projects listed in no particular order.
[105] Document supplied by UNDP/BCPR Livelihoods and Economic Recovery Group – UNDP (2010) *UNDP Initiatives on Youth Employment (Draft).*
[106] Jointly championed by UNDP, UNEP, ILO, IUCN and the Office of the Special Representative of the Secretary General on Children and Armed Conflict.

- **Broader youth-related regional initiatives**, such as the UNDG Arab States/MENA Region Strategic Action Plan on Young People 2010-2011, which provides a framework for both UN regional and country level youth action and can serve as the basis for strengthening youth programming in the context of ongoing UNDAF preparations.

- **Broader youth-related country-level initiatives**, such as the country-level initiatives on youth employment in Albania, Belarus, Jordan, Kosovo, Lebanon, Lesotho, Liberia, Saudi Arabia, Serbia, Sierra Leone, Syria, and Uganda.

In terms of UNDP/BCPR's future priorities, Table 4 below provides a summary of UNDP/BCPR's priorities and requested funding for livelihoods and economic recovery in 2011-2013. A total of approximately $91.5 million is requested, including about $30 million for emergency employment, about $37.5 million for improved livelihoods through income generation, about $15 million for local socio-economic infrastructure, and about $9 million for strengthened institutional capacity.

ANNEX

*All figures are from a draft document and provide *approximate* values.*

LIVELIHOODS AND ECONOMIC RECOVERY				
Strategic Interventions and Indicative Budget Description	**2011**	**2012**	**2013**	**TOTAL**
1. Increased emergency jobs and sustainable employment/incomes in at least 15 crisis and post-crisis countries 1.1 Emergency employment (6 million workdays) - Technical and program assistance - Operations (community equipment including IDPs and ex-combatants, cash transfers, expert contracts, training) *Average: About $2 million per year per country*	10,000,000	10,000,000	10,000,000	30,000,000
1.2 Improved livelihoods through self and wage employment/income generation and food security (where required) for at least 40,000 crisis affected people per year - Technical and program support, including business for peace forums, for example. - Operations (community equipment, grants, microcredit, livelihoods start-up packs, training) - Support to reintegration of over 15,000 IDPs with special vulnerabilities such as lack of access to land, property and financial capital.	12,500,000	12,500,000	12,500,000	37,500,000
1.3. Rehabilitated community based socio-economic infrastructure (to benefit over 500,000 people directly per year). - Technical and program support including disaster resilient infrastructure rehabilitation. - Operations (equipment, private contractors, community contributions)	5,000,000	5,000,000	5,000,000	15,000,000
2. Strengthened institutional capacity for livelihoods and economic recovery - Improved data collection and institutionalized frameworks for livelihoods & economic recovery. - Economic actors have created at least 20,000 employment opportunities in at least 5 crisis countries per year. *Average: About $600,000 per year per country*	3,000,000	3,000,000	3,000,000	9,000,000
ESTIMATED TOTAL	**30,500,000**	**30,500,000**	**30,500,000**	**91,500,000**

In terms of partners, one of the bureau's guiding principles is the need to work more closely with the entire UN system and to strengthen and expand the UNDP/BCPR's ties with a range of partners: "We will

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[107] UNDP. (2011). *Livelihoods and Economic Recovery Component - Donor Proposal 2011-13*, DRAFT

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strengthen our work with humanitarian actors in the InterAgency Standing Committee (IASC), including as lead of the Early Recovery Cluster … We will expand our partnerships with the World Bank, the European Commission and other key stakeholders" (2009, p.4).

UNDP currently works with a variety of non-governmental and civil society organizations, including the following:

- The Small Arms Survey and Safer world on small arms control and armed violence prevention;

- The Cluster Munition Coalition, Landmine Monitor, the Geneva International Center for Humanitarian Demining and the Mines Advisory Group on mine action and explosive remnants of war;

- The Red Cross/Red Crescent movement, Norwegian Refugee Council, ProVention and other non-governmental organizations on early recovery efforts after violent conflict; and

- Education institutions, such as Overseas Development Institute (ODI), London School of Economics (LSE), Institute for Development Studies (Oxford), University of York Human Rights Center, Center for International Cooperation, New York University, City University of New York program in peace-building, The School of Oriental and African Studies Fragile States Group, Kings College, Center For Development Practice on state-building for peace, and James Madison University and Cranfield University, to develop technical training on mine action and small arms control for senior and middle managers.

**UNECA – United Nations Economic Commission for Africa**

Strategic overview

ECA's work program[108] focuses on two related and mutually supportive areas: (1) promoting regional integration in support of the African Union vision and priorities and (2) meeting Africa's special needs and emerging global challenges.

ECA is not a funding organization and does not give direct financing to organizations or implement development programs itself. Instead, ECA aims to achieve these goals through knowledge generation, knowledge-sharing and networking; advocacy and consensus-building; and advisory services and technical cooperation. ECA works with UN member states, the African Union Commission (AUC) and regional economic communities (RECs), civil society organizations, academia and the private sector in Africa, such as, Southern Africa development Community (SADC), East Africa Community (EAC) and Economic Community Of West African States (ECOWAS).

Its two core partners are the African Union Commission (AUC) and African Development Bank (AfDB). ECA's business plan for 2010-2012 states that the organization will continue to leverage its different roles to maximize results and scale up the impact of its work for the continent. See Figure 5.

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[108] UNECA. (2012). http://www.uneca.org/eca_resources/Publications/ECA-BusinessPlan2010-2012_ENG.pdf

Figure 5: ECA business model to scale up impact[109]
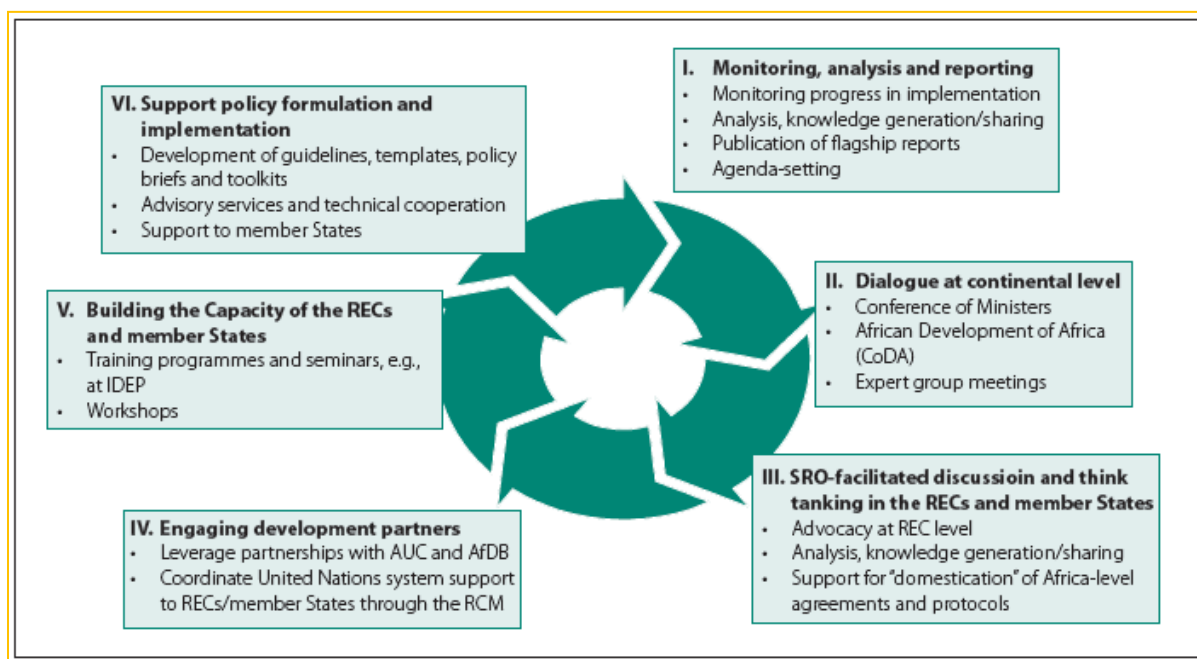
Strategy on youth livelihoods, education and/or employment

Over the last five years, ECA has emphasized the importance of youth issues in the development agenda in Africa and has persuaded countries to develop national youth policies, strategies and programs. In 2006, the ECA organized the Fifth African Development Forum (ADF V) on "Youth and leadership in the twenty-first century" during which young Africans and various stakeholders working on youth issues agreed on concrete actions to ensure youth development in Africa.

In the same year, AU heads of state and government adopted the African Youth Charter. The charter provides the continent with a framework to develop and implement more tangible youth policies and programs and a key framework for ECA's work on youth. Currently, 26 countries have ratified, 37 have signed, and 11 are yet to sign the charter.

The AUC has taken the lead in the implementation of the charter and some outcomes of ADF V, like the African Union Youth Volunteer Corps, and the African Youth decade 2009-2018, Plan of Action. ECA provides ongoing technical support on youth issues to AUC, other intergovernmental organizations and member states, upon request.

The AUC also has a framework for post-conflict reconstruction and technical vocational and education training (TVET) program through which centers for youth capacity building have been established in three

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[109] Reproduced from UNECA (2012) p.12.

pilot (post-conflict) member states. The ECA, being a knowledge generation institution, has undertaken research on youth and development issues. The African Youth report (2009), for example, aimed at increasing awareness of the dynamism of Africa's youth and promoted a better understanding of the status of African youth. The report also analyzes the major challenges facing African youth and provides recommendations that African member states could adopt to address them. In particular, Section C looks at the education and employment situation facing African youth. See Box 11 for recommendations. ECA examined why young people continue to be marginalized in African labor markets and what interventions have been attempted to promote employment opportunities for young people, including skills training and entrepreneurship funds.

Box 11: Improving Youth Employment - ECA African Youth Report 2009[110]

"To create more decent jobs for young people, African governments, in partnership with bilateral, regional and international organizations, should

• **Develop macroeconomic, sectoral and investment policies** and an enabling business environment to promote sustained economic growth that results in employment creation, which subsequently benefits young people;

• **Broaden education policies and strategies** to improve access to and the quality of post-primary education, particularly for young girls;

• **Intervene early** during formal schooling to ensure that young people are gaining knowledge and skills that match the demands of the labor market through such initiatives as dual education programs and entrepreneurship training;

• Support the development of **internship and apprenticeship programs**, in consultation with the private sector;

• Encourage the participation and representation of the **private sector in universities**, aiding these institutions in the development of curricula that match the requirements of employers;

• **Embed youth employment issues in all national policies**, including poverty reduction strategies and national development plans, and develop associated action plans matched by resources to ensure these policies are implemented;

• Use labor market policies and programs including training, public works programs and entrepreneurship funds to **target vulnerable youth** such as those in post-conflict situations, young women and youth with disabilities;

• **Establish youth enterprise centers** that provide training and assistance to young people, including helping them to develop bankable business plans. These centers should be located in both urban and rural areas, providing a safe place to young women and out-of-school youth;

• Support the development of **youth business associations**, especially for young women, to provide forums to exchange information, undertake training and develop mentoring programs;

• **Collect labor force statistics disaggregated by age** and along other dimensions (gender, disability status, etc.) and undertake rigorous monitoring and evaluation of interventions."

ECA collaborates with other United Nations organizations, civil society organizations and the Africa Union Commission in ensuring that the youth agenda is taken forward. One mechanism through which this is

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[110] UNECA United Nations Economic Commission for Africa. (2009). http://www.uneca.org/eca_programmes/acgd/Publications/AfricanYouthReport_09.pdf. p.1-2.

done is under the United Nations and African Union Regional Coordination Mechanism (RCM). In particular, youth issues are addressed under the Social and Human Development (SHD) cluster of the RCM which has clearly stated youth priorities from 2010 and beyond. One of the priorities of the SHD is to promote strategies for job creation among young people and enhance sustainable livelihoods as a means of alleviating poverty. The two sub-clusters under the SHD cluster working on youth issues are the (1) employment and labor sub-cluster[111] and (2) education, human resources science and technology.[112] However, youth issues are considered to be cross-cutting in many of the cluster priorities.

In terms of future strategic areas, the key priorities for ECA are guided by research as well as member states needs.

One of the most critical agendas and issues of concern in the region is youth employment, which is also analyzed in the *African Youth Report* (2011).[113] The report focuses on youth employment, education with a particular focus on gaining a better understanding of the informal sector, providing opportunities for decent work to young people, and increasing the skills and competitiveness of African youth in the global economy. Key messages coming from the report include the following:

- There must be a change of attitude towards African youth.

- There is a need for knowledge sharing and cooperation.

- Youth unemployment must be addressed as a way of fighting poverty.

- An innovative culture must be fostered through creative education systems, entrepreneurship education and access to enterprise start-up.

- Education is a prerequisite for gainful employment.

- African economies are becoming more integrated in the global economy.

- Equity must be ensured in education and employment between men and women, and between rural and urban areas.

In June 2011, the African heads of state met in Malabo, Equatorial Guinea to focus on accelerating youth empowerment. (There was also a preparatory meeting for the heads of state summit in April 2011.[114]) ECA will support the implementation of the outcomes of this meeting, which will also inform and influence

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[111] The **employment and labor sub-cluster** has the following priority "I – Promote strategies for employment creation and enhance sustainable livelihoods for poverty alleviation and mitigation against financial, economic and job crises" of which they expect one of the outcomes to be "employment of young women and men supported and promoted."

[112] Priorities for 2010 and beyond for the **education, human resources science and technology sub-cluster** for education include: (1) gender and culture; (2) education management information system EMIS; (3) teacher development; (4) revitalization of higher education; (5) TVET; (6) curriculum; (7) ECD; (8) cross cutting issues: communication and partnerships, institutional capacity building of the HRST and NEPAD education section. Priorities for **youth** include, (1) enhance the capacity of the AUC/HRST Youth Division to launch and implement in 2010 the African Union Youth Volunteers Corps; (2) follow-up to the COMY III and engage Bureau on African Common Position on Youth; and (3) Implement, monitor and report on the AU Decade of Youth development and empowerment.

[113] UNECA. (2012). http://www.uneca.org/ayr2011/

[114] The main outcomes of the meetings from 1st-8th April 2011 (including the high level meeting, the African Youth Forum and the minister's meeting) are the recommendations that expressed commitments for action at various levels from all the stakeholders, including a *Call to the Heads of State and Government* to priorities and facilitate the acceleration of the implementation of youth development and empowerment programs in respective member states.

the fifth AU-ECA joint session of the Conference of Ministers of Finance due to take place in March 2012 and perhaps lead to considering a special session on financing for youth development.

The ECA sub-program on social development is currently undergoing an internal strategic focus exercise which will assist in strengthening the work of youth including those in fragile states.

UNICEF – United Nations Children's Fund

Strategic overview

UNICEF is the world's leading organization protecting the rights of children and young people. UNICEF works in over 190 countries to protect children's right to be educated, to be healthy, to a childhood, to be treated fairly and to be heard. UNICEF currently has five focus areas:[115]

1. Child survival and development – evidence-based child-survival, nutrition and environmental interventions

2. Basic education and gender equality – free, compulsory quality education for all children

3. HIV/AIDS and children – mother-to-child transmission, pediatric treatment, prevention, children affected by AIDS

4. Child protection – protecting children from violence, exploitation and abuse

5. Policy advocacy and partnerships – data, policy analysis, leveraging resources, child participation

Strategy on youth livelihoods, education and/or employment

Over the past decade, UNICEF has paid increasing attention to the needs of youth, culminating in their recent flagship report *The State of the World's Children 2011 – Adolescence: an Age of Opportunity*,[116] which focuses on the challenge of meeting the needs of adolescents. The report argues that there needs to be a much greater concentration of resources, strategic planning and political will towards the cause of adolescent rights for five key reasons. See Box 12.

Box 12: Why invest in adolescent rights? UNICEF's five key reasons[117]

1. It is a **right in principle,** according to human rights treaties, such as the Convention on the Rights of the Child (CRC), which applies to 80% of adolescents, and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which applies to all adolescent females.

2. It is the most effective way to **consolidate the historic global gains** achieved in early and middle childhood.

3. It will contribute to breaking the **intergenerational transmission of poverty**. Education and employment are key ways to reduce poverty, inequity and gender discrimination, and

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[115] See http://www.unicef.org/whatwedo/index.html.
[116] UNICEF. (2011). http://www.unicef.org/policyanalysis/files/SOWC_2011.pdf
[117] UNICEF. (2011). http://www.unicef.org/policyanalysis/files/SOWC_2011.pdf

adolescence is the pivotal decade for achieving good quality education and life skills.

4. It will help with coping with **future challenges,** such as climate change, economic turmoil, explosive urbanization and migration, aging societies and the rising cost of healthcare

5. Young people **deserve protection and care**, essential commodities and services, opportunities and support, as well as recognition of their **existence and worth**.

The report identifies lack of education as a key challenge for many adolescents, and UNICEF argues that investing in secondary education will require three key actions:

- **Extend compulsory schooling into secondary level**;

- **Abolish school fees** for both primary and secondary education; for example, collaborative initiatives such as the School Fee Abolition Initiative (SFAI), launched in 2005 by UNICEF and the World Bank, work with national governments to promote free education; and

- Promote **equitable access** to post-primary education, particularly extending access to those currently excluded. UNICEF notes that adolescents who have been out of school as a result of conflict may require specialized programs; for example, following the conflict in Sri Lanka in 2009, UNICEF worked with the government to develop a curriculum to reintegrate children and adolescents who had been out of school for at least six months. The curriculum included a psychosocial component that helped young people cope with the stresses of the conflict.

The report also emphasizes how a lack of peace and security exacerbates the difficulties of growing into adulthood and argues that "the risks adolescents face, and the contributions they make in conflict and emergency settings, deserve great recognition ... Adolescent participation in challenging situations can be both a means and an end. It can allow young people to develop their problem-solving and negotiating skills, while fostering a wider atmosphere of tolerance, democratic practice and non-violence."[118]

Programs and funding on youth livelihoods, education and/or employment

At the time of writing, the Adolescent Development and Participation Unit had some key vacancies, and it was not possible to interview the relevant staff members or obtain a comprehensive list of UNICEF youth projects. However, UNICEF's website includes a section on adolescents and youth, in which four areas of "UNICEF in action"[119] are highlighted:

- **Adolescents in emergencies** – The Education in Emergencies and Post-Crisis Transition Program (EEPCTP)[120] has contributed to education activities in 30 emergency and post-crises transition countries, for example, by investing in education management information systems, curriculum reform, systems to develop teacher capacity, and teacher payroll systems.

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[118] UNICEF. (2011). http://www.unicef.org/policyanalysis/files/SOWC_2011.pdf. p.59.
[119] See http://www.unicef.org/adolescence/index_40442.html.
[120] See http://www.unicef.org/education/index_44883.html.

ANNEX

- **Adolescent girls** – UNICEF co-chairs the United Nations Interagency Task Force on Adolescent Girls, an informal network covering aspects of social and economic development relevant to realizing the rights of all adolescent girls.

- **XPression** – Adolescents from Kenya, Peru, Thailand, Brazil and Trinidad & Tobago participated in a three-day brainstorming workshop[121] to discuss, examine and propose ways to reach the "diverse sub-cultures" of young people.

- **Voices of Youth** – The website[122] engages 15-24 year olds from over 180 countries in dialogue and peer education via online discussion, stories and quizzes. The website has sections on education, poverty, violence, war and conflict, as well as other key issues affecting young people.

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[121] The workshop was organized jointly by the Young Men's Christian Association (YMCA Trinidad) and UNICEF, with support from Island People, a group of non-governmental organizations.
[122] See http://www.voicesofyouth.org/en.

YOUTH AND LIVELIHOODS ANNEX: INVESTING IN A YOUTH DIVIDEND

WB – World Bank

Strategic overview

The World Bank is currently revising its programs to ensure a stronger emphasis on results, and it is advancing multiple reforms to promote inclusiveness, innovation, efficiency, effectiveness, and accountability. It has moved closer to client countries, by decentralizing its operations with 40% of staff now in country offices. Financial innovations include greater use of sector-wide financing, pooled funding, performance-based instruments, and other approaches. It is also expanding cooperation with the UN, the IMF, other multilateral development banks, donors, civil society, and foundations.

Strategy on youth livelihoods, education and/or employment

In 2002, the bank established the Children and Youth (C&Y) unit to guide and foster coordination and partnerships that contribute to more effective children and youth development work.   However, in early 2011, the C&Y unit was disbanded and its staff immersed into the social protection unit.

As early as 2005, the World Bank was noting the challenge of tackling the needs of youth, which remains a "largely neglected constituency." The C&Y unit made the following observation, which remains salient today: "Demand from clients and partners for the bank's support in addressing the needs of youth is growing, but there is very little international work on the cost-effectiveness of most youth interventions to help policymakers make difficult investment decisions in a resource-constrained environment. The challenge will be to move the agenda from advocacy to evidence and from evidence to action" (World Bank, 2005, p.xiv).[123]

Youth unemployment is a key focus for the bank, and, following the current uprisings in the Middle East, which have involved a large number of young people, the representative interviewed suggested that youth unemployment and under-employment is likely to remain a critical issue. The bank's strategy on youth unemployment was outlined in the *World Development Report 2007: Development and the Next Generation,*[124] which identified three priorities for investment:

- Expanding **opportunities** - increasing the quality (not just quantity) of education, smoothing the transition to work, and providing young people with a platform for civic engagement.

- Enhancing **capabilities** - making young people aware of the consequences of their actions, especially consequences that will affect them much later in life; building their decision-making skills; and giving them the right incentives.

- Providing **second chances** - helping young people recover from missed opportunities through remedial education, retraining, treatment, and rehabilitation.

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[123] World Bank. (2005). http://siteresources.worldbank.org/INTCY/Publications/20540811/WB-C&Y%20Resource%20Guide%20complete.pdf
[124] World Bank. (2007). http://siteresources.worldbank.org/INTWDR2007/Resources/1489782-1158107976655/overview.pdf

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More recently, the bank's *Social Protection and Labor Strategy 2012-2022*[125] identifies the promotion of improved livelihoods, including for young people, as an important way of building resilience and opportunity. The concept note also recommends developing a better understanding on what works for youth entrepreneurship and self-employment.

The World Bank's (2011) *Education Sector Strategy 2020*[126] sets out the bank's 10-year strategy to promote country-level reforms for "Learning for All" with efforts focused on two strategic directions: reforming education systems at the country level and building a high-quality knowledge base for education reforms at the global level. See Figure 6 below.

Figure 6: World Bank Group Strategic Priorities in Education for 2020[127]

The new education strategy paper observes that not only is adolescence a time of high potential for learning, but also, it is a time when students drop out of school, leaving them vulnerable to unemployment, poverty, teen marriage and pregnancy; "second-chance and non-formal learning opportunities are thus essential to ensure that all youth can acquire skills for the labor market" (p.iv).   In fragile states, the strategy states that the priorities of the bank will be to:

(1) help ensure a minimum level of resilience to keep the system running, using local stakeholders as leaders of the transition and institutional change;

(2) shift from emergency responses to promoting learning and equality from the outset; and

(3) rebuild and strengthen the system as it emerges from the fragile situation.

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[125] World Bank. (2011). http://siteresources.worldbank.org/SOCIALPROTECTION/Resources/280558-1274453001167/7089867-1279223745454/7253917-1291314603217/SP-L_Strategy_Concept_Note_web.pdf
[126] World Bank. (2011). http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Strategy_2020_Executive_Summary_4_12_2011.pdf
[127] Reproduced from World Bank. (2011). p. vii.

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The bank's *World Development Report 2011: Conflict, Security, and Development*[128] examines the changing nature of violence and underlines the negative impact of youth unemployment as a major factor that can trigger violence (an "internal economic stress" factor). (See pages 78-81 of the WDR 2011.)

Fragile and conflict-affected countries are one of the bank's six strategic themes for achieving sustainable globalization. In July 2008, the World Bank created a new trust fund to advance this agenda: the State- and Peace-Building Fund (SPF). The SPF replaced two funds – the Post-Conflict Fund (PCF) and the Low Income Countries Under Stress (LICUS) trust fund.   The new trust fund aims to streamline and scale-up the bank's strategic approach and procedures on fragility and conflict.

As of March 31, 2011 the SPF has approved 42 projects for US$87.3 million,[129] including the following youth programs:

- Cote d'Ivoire: Support for Young Entrepreneurs and Urban Job Creation ($2million), which aims to assist young entrepreneurs to launch successful businesses and generate employment while also promoting corporate social responsibility.

- Kosovo: Second Kosovo Youth Development ($2million), which aims to promote social cohesion, increase access to youth services and improve economic opportunities for young people.

The bank's *Urban Crime and Violence Prevention Program* also addresses issues of youth livelihoods, education and employment relating to violence prevention in Latin America and the Caribbean. For example, the Small Grant Program for Violence Prevention (SGPVP) has funded 11 innovative projects that aim to prevent urban crime and violence in Honduras and Nicaragua. The SGPVP offered seed funding (between US$5,000 and US$20,000) for innovative, community-based violence prevention projects, including those in schools and universities.

Another World Bank department which covers youth issues is the Social Development Unit. One of the unit's six priority areas is youth and social development: "As youth enter adulthood prematurely, they often join the labor force with inadequate qualifications. The end result is that these youth miss important social, economic, and educational opportunities. The bank develops programs to help at-risk youth avoid such exclusion."[130]

Programs and funding on youth livelihoods, education and/or employment

The World Bank's (2010) review of *Youth Investments in the World Bank Portfolio*[131] observes that the Bank's children and youth development portfolio grew five-fold over the past decade, from $949 million in fiscal year 2000 (FY00) to over $4.8 billion in FY10 with a sharp increase during the post-crisis years, FY09 and FY10. Key findings from the review include the following:

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[128] World Bank (2011). http://wdr2011.worldbank.org/fulltext
[129] World Bank. http://siteresources.worldbank.org/EXTLICUS/Resources/511777-1240930480694/Description_of_Approved_Projects__Mar312011.pdf
[130] World Bank. (2009). http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/EXTLACREGTOPSOCDEV/0,,contentMDK:22275736~pagePK:34004173~piPK:34003707~theSitePK:847655,00.html
[131] World Bank. (2009). http://siteresources.worldbank.org/INTCY/Resources/395766-1186420121500/YDNiii2_InvPortfolio.pdf

- All the regions that the bank serves and the 16 thematic sectors include child or youth development projects in their portfolios.

- Investments by region, which include both bank loans and grants, are the largest in South Asia and Latin America, totaling over half of the bank's child and youth development investment. In terms of number of projects, however, Africa leads with an average of 32 projects in FY09/FY10. Latin America and the Caribbean (LAC) and South Asia (SAR) follow with 17 and 15 projects, respectively. The Middle East and North Africa (MENA) has nine and Europe and Central Asia (ECA) has six projects.

- The education sector dominates through its portfolio on early child development, basic education and training. But while 80% of all investment is in the education sector, 60% of projects are managed by other sectors.

Similarly to other bilateral and multilateral donors, there is no way to get precise figures of World Bank spending on youth or specific youth sectors. However, the World Bank has a comprehensive projects database on its website. A search using the keyword "youth" lists 67 *active* youth projects, 10 of which have a livelihoods/education component and are implemented in fragile contexts, worth a total of over $230 million. Some of this investment is spent on projects specifically on youth and livelihoods/education with the rest awarded to more general education projects with youth components and a small proportion to other general projects. In terms of gender issues, bank guidance stipulates that all projects have to mainstream gender. However, few project summary descriptions make explicit reference to targeting young women or differentiating between male and female beneficiaries.

Examples of projects funded by the World Bank in conflict and disaster-affected countries on youth livelihoods, education and/or employment include

- Supporting literacy and skills programs for out-of-school youth, for example the Timor Leste Second Chance Education Project;

- Job creation, economic activities/microfinance with youth as target group (or one of the key target groups), for example Sierra Leone's Youth Employment Support Project (YESP);

- Employment for at-risk and marginalized youth, for example in Yemen;

- Broader education projects with a youth/livelihoods component, for example Sierra Leone's Education for All Fast Track Initiative Program;

- Other general projects with a youth livelihoods/education component, for example a project in El Salvador which addresses youth violence through cultural and music learning.

It is important to stress that the search results are not a precise representation of all the work the Bank is doing on youth. They are simply examples of the kinds of projects funded by the bank, which focus on

youth and education and/or livelihoods. For example, a broader search of the project database by sector codes found the following projects, which may also target youth or include a youth component:[132]

- **Vocational training**—82 active/pipeline projects worth a total of $5.4billion. Approximately a third (28 projects) are primarily vocational training projects with the rest being broader projects with vocational elements, for example, micro-and SME finance; social services, secondary/tertiary education; general agriculture, fishing and forestry; agricultural extension and research; and central government administration.

- **Secondary education**—111 active/pipeline projects worth a total of $32billion.

- **Adult literacy/non-formal education**—25 active/pipeline projects worth a total of $3.8billion.

In almost all cases, the implementing agency for the bank's youth investments in livelihoods and education projects are government ministries, most commonly the ministries for education, youth, or labor. Other implementing agencies tend to be local NGOs.

Box 13: Adolescent Girls Initiative (AGI)[133]

The Adolescent Girls Initiative (AGI) promotes the transition of adolescent girls from school to productive employment through interventions that are tested, and then scaled-up or replicated if successful. The initiative is currently being implemented in the following seven countries: Afghanistan, Jordan, Lao People's Democratic Republic, Liberia, Nepal, Rwanda, and South Sudan.

Launch date: The AGI was launched on October 10, 2008 as part of the World Bank Group's Gender Action Plan – Gender Equality as Smart Economics – which helps to increase women's economic opportunities by improving their access to the labor market, agricultural land and technology, credit and infrastructure services.

Partners-to-date: The bank's partners in the AGI are the Nike Foundation and the governments of Afghanistan, Australia, Denmark, Jordan, Lao People's Democratic Republic, Liberia, Nepal, Norway, Rwanda, Southern Sudan, Sweden, and the United Kingdom. The bank is also developing partnerships with other public and private sector organizations interested in joining the AGI.

Impact Evaluation: Because the evidence on what works in facilitating the transition of adolescent girls and young women to productive work is thin, rigorous impact evaluation is an important part of the initiative. Impact evaluations will also help build the case for replication and scaling up based on rates of success.

Financing: A total of U.S. $20 million.

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[132] It should be noted that it is not possible to tell from the project database whether these projects were either directly or indirectly focused on youth.
[133] See http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:21914520~menuPK:336910~pagePK:6402086 5~piPK:51164185~theSitePK:336868,00.html and http://siteresources.worldbank.org/INTGENDER/Resources/336003-1264706352236/AGI_AtAGlance.pdf.

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Youth Employment Network (YEN) website: http://www.ilo.org/public/english/employment/yen/.

Key websites
This webpage has an excellent summary of all the different UN agencies and their activities on youth:
http://www.un.org/esa/socdev/unyin/agenda.htm.
OECD-DAC has produced a series of publications on working effectively in situations of conflict and fragility:
http://www.oecd.org/document/57/0,3746,en_2649_33693550_46582713_1_1_1_1,00.html.

Initiatives on the empowerment of adolescent girls:
(1) DFID and the Nike Foundation's "Girl Hub"
http://girlhub.org

(2) The World Bank's Adolescent Girls Initiative (AGI)
http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:21914520~menuPK:336910~pagePK:64020865~piPK:51164185~theSitePK:336868,00.html

(3) United Nations Girls Education Initiative
http://www.ungei.org/index.php

Annex C: Donor representatives interviewed

CIDA

DFID

GIZ

ILO

Norad

SDC

UNDP

UNECA

World Bank

Individuals at the following organizations were also contacted, but there was no response or no representative was available for interview during the research period.

AusAID

Danish Foreign Ministry

Sida

UNICEF

USAID

Annex D: List of conflict-affected and disaster-affected countries and territories

Afghanistan	Liberia
Angola	Libya
Bosnia and Herzegovina	Myanmar
Burundi	Mozambique
Central African Republic	Nepal
Chad	Nicaragua
Comoros	Nigeria
Colombia	Occupied Palestinian Territories (West Bank and Gaza)
Congo, Republic of	Pakistan
Cote d'Ivoire	Rwanda
Egypt	Sao Tome and Principe
El Salvador	Sierra Leone
Eritrea	Solomon Islands
Ethiopia	Somalia
Georgia	Sri Lanka
Guatemala	Sudan
Guinea	Syria
Guinea-Bissau	Tajikistan
Haiti	Timor Leste
Kosovo	Togo
Indonesia	Western Sahara
Iraq	Yemen
Kenya	Zimbabwe

Note

The concepts of "fragility," "fragile state," "conflict-affected" and "disaster-affected" are contested. While most donors have converged around the DAC definition of "fragile states" ["States are fragile when state structures lack political will and/or capacity to provide the basic functions needed for poverty reduction, development and to safeguard the security and human rights of their populations"],[134] others stress that fragilities also exist within wider society and compound state fragilities, that there is huge variability within and between states, and that fragilities have international as well as domestic causes.[135] The countries listed above are drawn from lists such as the World Bank's (and IBRD) "Harmonised List of Fragile Situations 2011,"[136] which has 33 countries on it. However, we have also considered countries that were considered "fragile," "disaster- or conflict-affected" in 2006 or which suffer significant levels of ongoing violence in localized areas. Overall, we have applied the typology of fragility developed by Stewart and Brown (2009), which stresses the following dimensions of fragility:[137]

- *Authority failures*—Situations in which the state cannot or does not protect its citizens from violence and/or criminality.
- *Service failures*—Situations in which the state cannot or does not provide access to basic services such as health care, education, and infrastructure.
- *Legitimacy failures*—Situations in which the state lacks public support or is only supported by a small minority or interest group within the country.

The report will use the terms "fragile," "conflict-affected" and "crisis-affected" somewhat interchangeably to reflect individual donors uses in strategies and programming, while recognizing that not all countries which are "fragile" are necessarily "conflict-" or "crisis-affected" and vice versa.

[134] OECD Organisation for Economic Co-operation and Development (2007). *Denmark: DAC Peer Review,* OECD, Paris. http://www.oecd.org/document/33/0,3746,en_2649_34603_38804568_1_1_1_1,00.html.
[135] See Stewart and Brown (2009); Engerberg-Pedersen, Andersen and Steputtat (2008)
[136] See http://siteresources.worldbank.org/EXTLICUS/Resources/511777-1269623894864/Fragile_Situations_List_FY11_(Oct_19_2010).pdf.
[137] This typology was conceived by Stewart, F. & Brown, G. (2009). *Fragile States.* CRISE: Center for Research on Inequality, Human Security and Ethnicity. CRISE Working Paper No.51.

Annex E: List of donors' priority countries

CIDA: 20 countries of focus - Afghanistan, Bangladesh, Bolivia, the Caribbean Region, Colombia, Ethiopia, Ghana, Haiti, Honduras, Indonesia, Mali, Mozambique, Pakistan, Peru, Senegal, Sudan, Tanzania, Ukraine, Vietnam, and the West Bank and Gaza.

Danida: 26 partner countries - Afghanistan, Bangladesh, Benin, Bhutan, Bolivia, Burkina Faso, Burma, Cambodia, Ethiopia, Ghana, Indonesia, Kenya, Mali, Mozambique, Nepal, Nicaragua, Niger, Pakistan, Palestinian territories, Somalia, Sudan, Tanzania, Uganda, Vietnam, Zambia, and Zimbabwe.

DFID: 27 countries where aid will be targeted - Afghanistan, Bangladesh, Burma, Democratic Republic of Congo, Ethiopia, Ghana, India, Kenya, Kyrgyzstan, Liberia, Malawi, Mozambique, Nepal, Nigeria, Occupied Palestinian Territories, Pakistan, Rwanda, Sierra Leone, Somalia, South Africa, Sudan, Tajikistan, Tanzania, Uganda, Yemen, Zambia and Zimbabwe.

SDC: programs in 14 priority countries - Bangladesh, Benin, Bhutan, Bolivia, Burkina Faso, Chad, Laos, Mali, Mozambique, Nepal, Nicaragua, Niger, Pakistan and Tanzania, as well as special programs in Afghanistan, Cuba, Great Lakes, Mongolia, North Korea, southern Africa, and the West Bank and Gaza. SDC is expected to close its bilateral cooperation programs or shift its focus in Bhutan, India, North Korea, Pakistan and Peru by 2012.

The table below shows the list of conflict-affected and disaster-affected countries (from Annex D) which are on these donors' priority country lists.

	CIDA*	Danida	DFID	SDC
Conflict and disaster-affected				
Afghanistan	Yes	Yes	Yes	Yes
Chad				Yes
Colombia	Yes			
Congo, Republic of			Yes	
Ethiopia	Yes	Yes	Yes	
Haiti	Yes			
Indonesia	Yes			
Kenya		Yes	Yes	Yes
Liberia			Yes	
Mozambique	Yes		Yes	Yes
Myanmar		Yes		
Nepal			Yes	Yes
Nicaragua				Yes
Nigeria			Yes	
Pakistan	Yes	Yes	Yes	Yes
Palestinian Territories	Yes	Yes	Yes	Yes
Rwanda			Yes	
Sierra Leone			Yes	
Somalia		Yes	Yes	
Sudan	Yes	Yes	Yes	
Tajikistan			Yes	
Yemen			Yes	
Zimbabwe		Yes	Yes	

*CIDA's official list of "fragile countries and crisis-affected communities" includes Afghanistan, Haiti, Sudan, and West Bank Gaza, and the areas where CIDA provides humanitarian assistance.

ANNEX