

## **2008-2009 Resources on Youth Enterprise, Employment, and Livelihoods Development:**

### **Books, Reports, and Studies**

**1 Africa Commission. (2008, September). Conference report and recommendations: Thematic conference on African youth and employment. Accessible at: <http://www.africacommission.um.dk/en/menu/Consultations/Conferences/TheAfricaYouthAndEmployment/>**

The conference on the African youth and employment was the third of five thematic conferences staged by the Africa Commission in 2008. Conference themes included improving the climate for enterprise, skills development, youth in fragile situations and youth-specific interventions. The webpage includes links to download the conference report, a discussion paper and a background paper on the conference.

**2 Africa Commission. (2009, May). Realising the potential of Africa's youth. Accessible at: [http://www.netpublikationer.dk/um/9336/pdf/realising\\_potential\\_africas\\_youth.pdf](http://www.netpublikationer.dk/um/9336/pdf/realising_potential_africas_youth.pdf)**

This report presents the Africa Commission's recommendation to refocus Africa's development agenda by mobilizing Africa's youth workforce through the creation of private sector-led growth. The Commission addresses the rationale for its focus on youth and provides recommendations for five concrete initiatives that are vital to private sector-led growth in Africa.

**3 Beauvy, M., Duggleby, T., & Degnan, C. (2008, August). Cross-Sectoral Youth Project: Rapid assessment for project design. Education Development Center, Inc. and Family Health International. Accessible at: <http://www.equip123.net/docs/e3-csydrfinal.pdf>**

With the support of USAID, two NGOs carried out an assessment building on the Regional Outreach Addressing AIDS through Development Strategies (ROADS) program, which is an HIV/AIDS prevention initiative currently implemented in the Democratic Republic of Congo and neighboring countries.

**4 Blokker, P. & Dallago, B. (2008). Youth entrepreneurship and local development in Central and Eastern Europe. Limited preview at: [http://books.google.com/books?id=p\\_78hS4D-f0C&printsec=frontcover&source=gbs\\_v2\\_summary\\_r&cad=0#](http://books.google.com/books?id=p_78hS4D-f0C&printsec=frontcover&source=gbs_v2_summary_r&cad=0#)**

This book analyzes the opportunities and barriers related to youth entrepreneurship amid systemic change in Central and Eastern Europe. The authors cover youth entrepreneurship and its contribution to the debate on youth unemployment in transition economies. Discussions include the wide-spread over-optimism regarding youth entrepreneurship, self-employment and its impact on economic innovation and job creation and the characteristics of young entrepreneurs themselves.

**5 Bosma, N. et al. (2008). *Global Entrepreneurship Monitor*. Accessible at: [http://www.gemconsortium.org/download/1257804287285/GEM\\_Global\\_08.pdf](http://www.gemconsortium.org/download/1257804287285/GEM_Global_08.pdf)**

The Global Employment Monitor (GEM) has developed into one of the world's leading research consortia concerned with improving our understanding of the relationships between entrepreneurship and national development. Over the past decade, harmonized data on entrepreneurial attitudes, activity and aspirations have been collected to provide annual assessments of the entrepreneurial sector for a wide range of countries.

**6 Chaaban, J. (2008, May). *Costs of youth exclusion in the Middle East*. The Wolfensohn Center for Development at Brookings & The Dubai School of Government. Accessible at: <http://www.shababinclusion.org/content/document/detail/983/>**

This study quantifies economic costs to Middle Eastern societies because of youth unemployment, school dropouts, adolescent pregnancy and youth migration. The analysis contains country-specific estimates and pioneers a new methodology to obtain region-wide estimates of the costs of youth exclusion. Results show that youth exclusion achieving youth inclusion depends on the efficiency with which countries use their available resources.

**7 CHF International. (2008, February). *Youth, conflict, and enterprise*. *International Development Matters*, 2. Accessible at: <http://www.chfinternational.org/node/21515>**

This journal provides diverse perspectives on the challenges involved in providing youth with the economic opportunities to develop their potential. Some articles in this issue include: "Youth Enterprise and Livelihoods Development, In Conflict settings", "Marginalizing Youth: How Economic Programs Fail Youth in Post-Conflict Settings", and "Workforce Development: Program Design Strategies for Youth Employment in Conflict-Affected Areas".

**8 Cunningham, W., McGinnis, L., Garcia Verdu, R., Tesliuc, C., & Verner, D. (2008). *Youth at risk in Latin America and the Caribbean: Understanding the causes, realizing the potential*. The World Bank. Accessible at: <http://go.worldbank.org/MI9UISEE90>**

This book aims to identify at-risk youth in Latin America and the Caribbean and provide evidence-based guidance to policy makers in the region that will help them to increase the effectiveness and efficiency of their youth investments. The authors describe 23 policies and programs for a successful youth development portfolio and provide implementation strategies for a budget-constrained environment.

**9 Cunningham, W. (2009, August). *Unpacking youth unemployment in Latin America*. The World Bank. Accessible at: [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2009/08/24/000158349\\_20090824083220/Rendered/PDF/WPS5022.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2009/08/24/000158349_20090824083220/Rendered/PDF/WPS5022.pdf)**

High youth unemployment rates may be a signal of difficult labor market entry for youth or may reflect high job turnover. Using panel data from Argentina, Brazil, and Mexico, this report shows that Latin American youth's high unemployment reflects high turnover while their duration of unemployment is similar to that of non-youth. The paper offers further analysis of turnover rates and gives recommendations on how to improve the efficiency of the turnover period.

**10 Dhillon, N., Salehi-Isfahani, D., Dyer, P., Yousef, T., Fahmy, A., & Kraetsch, M. (2009, May). Missed by the boom, hurt by the bust: Making markets work for young people in the Middle East. Brookings: Middle East Youth Initiative.**

**Accessible at:**

**[http://www.brookings.edu/reports/2009/~media/Files/rc/reports/2009/05\\_middle\\_east\\_youth\\_dhillon/05\\_middle\\_east\\_youth\\_dhillon\\_final.pdf](http://www.brookings.edu/reports/2009/~media/Files/rc/reports/2009/05_middle_east_youth_dhillon/05_middle_east_youth_dhillon_final.pdf)**

In this report, the Middle East Youth Initiative cautions that a new jobs crisis may damage future prospects for the Middle East region's young people. For Middle Eastern economies, the global downturn coincides with a historically high share of 15- to 29-year-olds in the total population. This report shows that young people in the Middle East did not benefit from high quality education and struggled to find decent jobs during the boom years of 2002 to 2008. Currently, the region faces a new set of employment challenges because of the global downturn.

**11 Dhillon, N. (Ed.) & Tarik, Y. (Ed.). (2009, October). Generation in waiting: The unfulfilled promise of young people in the Middle East. Brookings: Middle East Youth Initiative. Book preview and purchase accessible at:**

**<http://www.shababinclusion.org/content/document/detail/1457/>**

This book portrays the plight of youth in the Middle East, urging greater investment to improve the lives of this critical group. Some complex challenges facing the region's youth that the book discusses are access to decent education, opportunities for employment, availability of housing and credit and transitioning to marriage and family formation. This authors present policy implications and set an agenda for future economic development. This webpage includes a fact sheet, a sample chapter and a link to order the book.

**12 Djankov, S., Qian, Y., Roland, G., & Zhuravskaya, E. (2008, January). What Makes an Entrepreneur? Accessible at:**

**<http://www.doingbusiness.org/MeetTeam/djankov.aspx>.**

This econometric study tests two competing hypotheses on what makes an entrepreneur: nature. or attitude towards risk, I.Q., and self-confidence; and nurture, or family background and social networks. The results are based on data from a new survey on entrepreneurship in Brazil of 400 entrepreneurs and 540 non-entrepreneurs of the same age, gender, education and location in 7 Brazilian cities.

**13 Education Development Center, Inc., & USAID/EQUIP3. (2008, November). Yemen cross-sectoral youth assessment: Final report. Accessible at: [http://pdf.usaid.gov/pdf\\_docs/PNADN990.pdf](http://pdf.usaid.gov/pdf_docs/PNADN990.pdf)**

USAID/ Yemen tasked the Education Development Center (EDC) to conduct a rapid cross-sectoral assessment of youth in Yemen. The report focuses on The Yemen Stability Initiative (YSI), which endeavors to address alienation among disaffected and vulnerable youth ages 15–24. It addresses their difficulties through an array of programs to increase their civic participation, life skills competence, health, violence management and livelihood opportunities.

**14 Education Development Center, Inc. (2008, December). Bangladesh youth employment pilot: Program description and assessment finding. From: <http://www.equip123.net/docs/e3-bangladeshfinal.pdf>**

This document shares the findings of a program assessment and design plans to develop the Bangladesh Youth Employment Pilot (BYEP), which focuses on the challenges and opportunities for improved vocational skills for youth in Bangladesh's fast-growing aquaculture industry. BYEP uses a youth-centered approach designed to add value to the fresh water prawn industry and provide education and employment opportunities for young women and men. The youth whom the BYEP project will place in work situations will also learn skills needed to support their long-term economic and social development.

**15 Feldbaum, M. & States, H. (2009). Going green: The vital role of community colleges in building a sustainable future and green workforce. Academy for Educational Development and the National Council for Workforce Education. Accessible at: <http://www.aed.org/Publications/upload/GoingGreen.pdf>**

Community colleges are at the forefront of growing momentum for action on climate change, sustainability and green workforce development. This report examines the role of community colleges in creating a clean energy economy and provides examples of innovative strategies used by community colleges to address climate change, environmental stewardship and green workforce development. The report also offers information on the fastest growing sectors in the green economy and presents useful websites and resources for further information.

**16 Felton, N. (2009, January). Early lessons targeting populations with a value chain approach. Emerging Markets Group, Ltd. Accessible at: <http://www.emergingmarketsgroup.com/download.aspx?id=a61e7095-9ff2-4a27-94d7-9106f76f1509>**

In order to identify some of the effects of applying a value chain approach to specific target populations—such as youth, orphans, and vulnerable children—the Emerging Markets Group evaluated three of its projects to garner key themes that can be

useful to others. Each project takes a unique approach towards integrating a market-based approach with social objectives.

**17 Garcia, M. H. (Ed.) & Fares, J. (Ed.). (2008, April). Youth in Africa's labor market. The World Bank. Available for purchase at:  
[http://publications.worldbank.org/ecommerce/catalog/product?item\\_id=6136661](http://publications.worldbank.org/ecommerce/catalog/product?item_id=6136661)**

The book examines the challenges facing Africa's youth in their transition from school to working life and proposes a strategy for addressing these challenges. Topics covered include the effect of education on employment and income, broadening employment opportunities and enhancing youth capabilities. Strengthening the work force can increase economic growth and prevent instability and violence in post-conflict situations where large numbers of unemployed youth threaten security.

**18 Gardiner, D. (2008, November). Building the case for business collaboration on youth employment: Good practice from West Africa. Youth Employment Network-West Africa. Accessible at:  
[http://www.ilo.org/public/english/employment/yen/downloads/psi/the\\_business\\_case\\_for\\_ye.pdf](http://www.ilo.org/public/english/employment/yen/downloads/psi/the_business_case_for_ye.pdf)**

The publication profiles eight cross-sectoral youth employment partnerships between business and their social partners (civil society, government and multilateral institutions) in West Africa and the lessons learned during these collaborations. The guide outlines the rationale for business engagement in youth employment and summarizes the main areas where business contribution can have the greatest impact on the employment situation for youth.

**19 Ghose, A.K., Majid, N., & Ernst, C. (2008). The global employment challenge. International Labour Organization. Available for purchase at:  
[http://www.ilo.org/global/What\\_we\\_do/Publications/ILOBookstore/Orderonline/Books/lang--en/WCMS\\_092208/index.htm](http://www.ilo.org/global/What_we_do/Publications/ILOBookstore/Orderonline/Books/lang--en/WCMS_092208/index.htm)**

This volume offers an in-depth analysis of the state of employment in the world today and outlines serious challenges faced by policymakers. The authors argue that the nature of 'the employment challenge' varies between countries and regions, as do its causes and governments responses. They suggest that there are policy challenges that need to be addressed at the international level before the employment problem becomes a global crisis.

**20 Hossein, C.S. & Bantug-Herrera, A. (2008, September). Understanding the impact of employment, entrepreneurship and training programs on youth in Jordan and Rwanda. USAID & Chemonics International. Accessible at:  
<http://www.cyesnetwork.org/node/380>**

This publication highlights how service providers can be more effective in delivering market-led programs to young people. The information comes from a set of focus groups with 142 youth alumni of employment and entrepreneurship training

programs. The report intends to fill a research gap by compiling information and insights about employment and enterprise programs from the perspective of youth alumni from Jordan and Rwanda.

**21 Inter-American Development Bank & the International Youth Foundation. (2009, September). Final report of the *entra21* program, Phase 1: 2001-2007. Accessible at: <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=2191107>**

This report evaluates the results of the first phase of the *entra21* program, a regional employability program targeted at disadvantaged youth in Latin America and the Caribbean. It describes how 35 locally executed projects have implemented varying strategies to train some 19,000 young people, placing more than 10,000 in good jobs and the lessons derived from these experiences.

**22 International Finance Corporation, Vital Voices, World Bank Gender Action Plan, World Bank Group. (2008). Doing Business: Women in Africa. Accessible at: [http://www.doingbusiness.org/documents/Women\\_in\\_Africa.pdf](http://www.doingbusiness.org/documents/Women_in_Africa.pdf)**

This report from the Doing Business Project and the World Bank Gender Action Plan profiles seven women entrepreneurs in Cameroon, Rwanda, Senegal, South Africa, Swaziland, Tanzania, and Uganda. It describes reasons for their success as well as some of the legal and practical obstacles they faced in expanding their business efforts. The report also highlights reforms that can level the playing field for women and create better business environments.

**23 International Labour Organization. (2008). Conclusions on skills for improved productivity, employment growth and development. International Labour Conference, 2008. Accessible at: [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_103457.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_103457.pdf)**

At the 2008 International Labour Organization (ILO) Conference, the ILO's constituency of governments, employers and workers adopted a set of conclusions focused on the challenge of investing in education and skills for women and men to help economies achieve growth with quality employment. These conclusions provide guidance for strengthening education and vocational training as central pillars of employability for workers and sustainability for enterprises.

**24 International Labour Organization. (2009). Guidelines on Gender in Employment Policies: Information Resource Book. Accessible at: [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/documents/instructionalmaterial/wcms\\_103611.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_103611.pdf)**

The goal of this document is to provide concrete and operational guidelines on how to mainstream gender equality in specific employment policy areas. This comes as part of a larger effort to build capacity for gender mainstreaming in the work of the International Labour Organization and that of its constituents.

**25 International Finance Corporation. (2008). Supporting entrepreneurship at the base of the pyramid through business linkages. Accessible at: [www.iblf.org/docs/BusinessLinkagesRioConferenceReport.pdf](http://www.iblf.org/docs/BusinessLinkagesRioConferenceReport.pdf)**

This publication summarizes the findings from a two-day workshop focused on big businesses supporting marginalized entrepreneurs, a joint initiative between the International Business Leaders Forum (IBLF), the International Finance Corporation, and Harvard's Kennedy School. Participants included key IBLF corporate partners and major Brazilian companies.

**26 International Labour Organization. (2008). Decent work and youth: Latin America, an agenda for the hemisphere 2006-2015. Accessible at: [http://white.oit.org.pe/tdj/informes/pdfs/tdj\\_informe\\_regional\[ingles\].pdf](http://white.oit.org.pe/tdj/informes/pdfs/tdj_informe_regional[ingles].pdf)**

This report highlights several proposals that combine analysis and experiences related to youth employment and the reality of decent work opportunities for youth in Latin America and the Caribbean. The study examines the broad reality of creating decent employment for youth. It emphasizes the importance of employment policies that balance short, medium and long-term strategies.

**27 International Labour Organization. (2008, October). Global employment trends for youth. Accessible at: [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---emp\\_elm/---trends/documents/publication/wcms\\_112573.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_elm/---trends/documents/publication/wcms_112573.pdf)**

The International Labour Organization's third edition of the Global Employment Trends for Youth (October 2008) examines the most recent labor market indicators and finds that young people still suffer disproportionately from a deficit of decent work opportunities. However, progress has been seen in some regions.

**28 International Labour Organization. (2009, October). Independent evaluation of the ILO's strategy to increase member States' capacities to develop policies and programmes focused on youth employment. Accessible at: [http://www.ilo.org/wcmsp5/groups/public/---ed\\_mas/---eval/documents/publication/wcms\\_116108.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_116108.pdf)**

This evaluation analyzes the ILO's strategy to address the issue of youth employment in member States. The report discusses the effectiveness and efficiency of ILO support, as well as internal coordination and management for youth employment at the global level. It draws on project documentation, interviews and country case studies to identify useful lessons for future work.

**29 International Labour Organization. (2008). Skills for improved productivity, employment growth and development. Report 97. Accessible at: [http://www.ilo.org/global/What\\_we\\_do/Publications/ILOBookstore/Orderonline/Books/lang--en/docName--WCMS\\_092574/index.htm](http://www.ilo.org/global/What_we_do/Publications/ILOBookstore/Orderonline/Books/lang--en/docName--WCMS_092574/index.htm)**

The central aim of this report is to examine how countries can develop their skills base so as to increase both the quantity and the productivity of labor employed in the economy. The report analyzes how strategies to improve and access to skills for men and women, including youth, can help countries attain higher productivity, employment and incomes growth.

**30 International Labour Organization. (2009). Supporting entrepreneurship education: A report on the global outreach of the ILO's Know About Business Programme. Accessible at: [http://www.ilo.org/empent/Whatwedo/Publications/lang-en/docName--WCMS\\_117393/index.htm](http://www.ilo.org/empent/Whatwedo/Publications/lang-en/docName--WCMS_117393/index.htm)**

This report presents an estimate of the global outreach of the ILO's Know About Business (KAB) entrepreneurship education programme, and gives a glimpse of the breadth and depth of national efforts to introduce and integrate entrepreneurship education into secondary, vocational/technical training and higher education systems.

**31 International Labour Organization. (2008, June). Voices of women entrepreneurs in Ethiopia, Tanzania, Uganda and Zambia. Accessible at: [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_106507.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_106507.pdf)**

This document highlights the personal stories of women entrepreneurs across four East African countries that have benefited from the International Labour Organization-Irish Aid Partnership Programme. These women share their experiences and demonstrate how they help to positively influence public opinion and gender-based assumptions about women entrepreneurs.

**32 International Youth Foundation (2009, October). Youth Entrepreneurship : Lessons from India. *Field Notes*, 3, 16. Accessible at : <http://www.iyfnet.org/uploads/FieldNotes16Tsunami.pdf>**

This 8-page study presents the experiences and learnings of the Community Collective Society for Integrated Development (CCFID), a nongovernmental organization in India that for the past three years has promoted youth entrepreneurship in a region devastated by the 2004 tsunami. This is the latest publication in IYF's *Field Notes* series, which is designed to promote best practices and innovative approaches in youth development.

**33 Islam, A. & Zerihun Santhosh Ramdoss, A. (2009). Scaling adolescent empowerment program: The BRAC experience in Africa. Accessible at: [http://www.youthenterpriseconference.org/Sitemanager/CuteEditor\\_Files/uploads/ScalingAdolescentEmpowermentProgramTheBRACExperience.pdf](http://www.youthenterpriseconference.org/Sitemanager/CuteEditor_Files/uploads/ScalingAdolescentEmpowermentProgramTheBRACExperience.pdf)**

BRAC in 2008 began replicating its Empowerment and Livelihoods Program for Adolescent Girls program in Uganda, leveraging its 15 years of experience in

Bangladesh. This report outlines the key elements that form the core of BRAC's strategy to scale-up this program.

**34 Journal of Economic Education. Accessible at:**  
**<http://www.indiana.edu/~econed/tocindex.htm>**

The *Journal of Economic Education* offers articles on teaching techniques, materials, and programs in economics. It is published quarterly in cooperation with the National Council on Economic Education and the Advisory Committee on Economic Education of the American Economic Association.

**35 Junior Achievement. (2009, October). 2009 Teens and entrepreneurship survey. Accessible at: <http://www.ja.org/files/polls/JA-Teen-Entrepreneurial-Poll-09.pdf>**

Junior Achievement took the entrepreneurial pulse of American teens with its 2009 "Teens and Entrepreneurship" Poll. The report shares the surveyed teens' opinions about the role of entrepreneurship training in our education system and when it should be taught.

**36 Kabani, N. (2009, March). Middle East youth initiative policy outlook: Why young Syrians prefer public sector jobs. Accessible at:**  
**<http://www.dsg.ae/LinkClick.aspx?link=MEYI+Policy+Outlook+2+English.pdf&tabid=308&mid=826&language=en-US>**

This publication examines how public sector employment policies in Syria affect youths' transition from school to work. Despite the effort to shift to private sector solutions, Syria's traditional socioeconomic model and incentives in the public sector continue to reinforce preferences among youth for public sector employment. The report includes policy recommendations to create new opportunities for youth.

**37 Kenyon, P. (2009). Partnerships for youth employment: A review of selected community-based initiatives. International Labour Organization. From:**  
**[http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/documents/publication/wcms\\_114186.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_114186.pdf)**

This report identifies and describes a set of community-based youth employment projects from across the globe, representing valuable examples of collaboration between development players. The intention is to identify a set of outstanding case studies focused on public-private partnerships whose success factors could provide guidance for similar initiatives.

**38 Levine, R., Lloyd, C., Greene, M., & Grown, C. (2008). Girls count: A global investment and action agenda. Center for Global Development. Accessible at:**  
**<http://www.cgdev.org/content/publications/detail/15154>**

This report describes why and how to initiate effective investments that will give adolescent girls in developing countries an equal chance for rewarding lives and livelihoods. The authors provide specific recommendations for civil society,

governments, private-sector leaders and donor agencies to create mechanisms for the meaningful participation of young women in their programs to foster youth leadership and gender-sensitive ideology.

**39 Lopes, T. & Pasipanodya, T. (2008, November). Youth employment initiatives in West Africa: An overview of survey results. Youth Employment Network, West Africa. Accessible at:**  
**[http://www.ilo.org/public/english/employment/yen/downloads/survey/en\\_survey\\_youth\\_employment\\_west\\_africa.pdf](http://www.ilo.org/public/english/employment/yen/downloads/survey/en_survey_youth_employment_west_africa.pdf)**

The Youth Employment Network's West Africa office conducted a survey to improve the knowledge base and facilitate coordination between youth employment partners. This report provides information on the types of organizations tackling youth employment in West Africa, insight into the kinds of projects they are implementing and an analysis of their accomplishments.

**40 Lukas, T. (2008, July). Reducing adolescent girls' vulnerability to HIV infection: Examining microfinance and sustainable livelihoods approaches. USAID. Accessible at:**  
**[http://www.healthpolicyinitiative.com/Publications/Documents/541\\_1\\_Youth\\_Livelihoods\\_Microfinance\\_Paper\\_FINAL\\_7\\_25\\_08.pdf](http://www.healthpolicyinitiative.com/Publications/Documents/541_1_Youth_Livelihoods_Microfinance_Paper_FINAL_7_25_08.pdf)**

This literature and program review focuses on the role of microfinance and sustainable livelihood strategies in reducing adolescent girls' vulnerability to HIV infection in sub-Saharan Africa. Part 1 focuses on youth-centered programs to prevent HIV infection among vulnerable female adolescents, including microfinance and sustainable livelihood programs. Part 2 analyzes the relationship between microfinance and HIV prevention using a target group of women and adolescents.

**41 Making Cents International. (2008). Youth microenterprise and livelihoods: State of the field. Lessons from the 2007 Global Youth Enterprise & Livelihoods Development Conference. Accessible at:**  
**[http://www.cyesnetwork.org/sites/default/files/MakingCentsInternationalYouthEnterpriseLivelihoodsPublication\\_02\\_11\\_08vF.pdf](http://www.cyesnetwork.org/sites/default/files/MakingCentsInternationalYouthEnterpriseLivelihoodsPublication_02_11_08vF.pdf)**

This publication is the key output of Making Cents International's 2007 Global Youth Microenterprise Conference. It is a culmination and synthesis of the presentations and discussions that took place during this learning event, which occurred on September 10-11, 2007 in Washington, D.C. The report provides a "state of the field" analysis to support building the field of youth enterprise, employment and livelihoods development.

**42 Making Cents International. (2009). State of the field in youth enterprise, employment, and livelihoods development. Lessons from the 2008 Global Youth Enterprise & Livelihoods Development Conference and Youth-Inclusive Financial Services: Emerging good practices course. Accessible at:**  
**[http://www.youthenterpriseconference.org/download\\_form2008.asp](http://www.youthenterpriseconference.org/download_form2008.asp)**

This publication is a synthesis of the key learning points and programmatic examples that were shared during Making Cents International's 2008 Global Youth Enterprise & Livelihoods Development Conference. Key stakeholders in the growing community of youth enterprise, employment, and livelihoods development convened from 50 countries to share experiences on what holds potential, what is working and how to measure success. Topics covered include: market-driven approaches, monitoring, evaluation and impact assessment and youth-inclusive financial services.

**43 Microfinance Opportunities, Freedom from Hunger, & Citigroup Foundation. (2009, Spring). Global Financial Education Program: Financial education update, 3(3). Accessible at:**  
**[http://www.globalfinancialied.org/documents/finpercent20edpercent20update\\_volumepercent203\\_issuepercent203.pdf](http://www.globalfinancialied.org/documents/finpercent20edpercent20update_volumepercent203_issuepercent203.pdf)**

The Global Financial Education Program develops curricula targeted at low-income households and trains a broad range of service organizations. This report includes articles discussing the growth of financial education outreach, new curricula from the Global Financial Education Program and financial education for adolescent girls.

**44 National Youth Employment Coalition. (2008). The youth opportunity grants initiative evaluation report. Accessible at:**  
**[http://wdr.doleta.gov/research/keyword.cfm?fuseaction=dsp\\_resultDetails&pub\\_id=2393&mp=y](http://wdr.doleta.gov/research/keyword.cfm?fuseaction=dsp_resultDetails&pub_id=2393&mp=y)**

The objective of the Youth Opportunity Grants Initiative (YO) was to concentrate a sufficient level of funds in high poverty areas in order to improve the long-term educational and employment outcomes of youth. This study concluded that YO succeeded in concentrating funds and reaching a large proportion of the youth. The study also concluded that positive community-level impacts are achievable for similar communities.

**45 National Youth Employment Coalition. (2008, February). Disconnected youth: Federal action could address some of the challenges faced by local programs that reconnect youth to education and employment. Accessible at:**  
**<http://www.gao.gov/new.items/d08313.pdf>**

For this study, the US Government Accountability Office reviewed the following: (1) the characteristics of locally operated programs that serve youth who are disconnected from school and employment, (2) the program elements to which directors attribute their success in reconnecting youth to education and employment, and (3) the challenges involved in operating these programs and how federal agencies are helping.

**46 Organization for Economic Co-operation and Development. (2009). Evaluation of Programmes Concerning Education for Entrepreneurship. Report by the OECD Working Party on SMEs and Entrepreneurship, OECD. Accessible at:**  
**<http://www.oecd.org/dataoecd/19/31/42890085.pdf>**

The overall aim of the study was “to strengthen the culture of evaluation within entrepreneurship education and to provide guidelines for evaluating in order to gain a better understanding of how to promote entrepreneurship education”.

**47 Potter, J. (Ed.). (2008, October). Entrepreneurship and Higher Education. Organization for Economic Co-Operation and Development. Accessible at: <http://www.oecdbookshop.org/oecd/display.asp?k=5KZSGDR9B040&lang=en>**

This book examines the role that higher education institutions are currently playing in teaching entrepreneurship and transferring knowledge and innovation to enterprises. The key issues, approaches and trends are analyzed and compared across a range of countries using the experiences of the most entrepreneurial universities in North America and Europe.

**48 Peeters, P., Cunningham, W., Acharya, G., & Van Adams, A. (2009) Youth employment in Sierra Leone: Sustainable livelihood opportunities in a post-conflict setting. The World Bank. Available for purchase at: [https://extop-workflow.worldbank.org/extop/ecommerce/catalog/product?context=drilldown&item\\_id=8974046](https://extop-workflow.worldbank.org/extop/ecommerce/catalog/product?context=drilldown&item_id=8974046)**

This publication examines the supply and demand sides of the labor market in Sierra Leone to better understand the situation of young people relative to that of adults and presents an evidence-based menu of potential programs for Sierra Leone. The authors conclude that youth are a dynamic part of the country’s labor market and that the observed youth employment patterns are a result of the economy’s structure rather than constraints facing youth.

**49 Plan International. (2009). Because I am a girl: The state of the world’s girls 2009. Girls in the global economy: Adding it all up. Accessible at: <http://plan-international.org/about-plan/resources/publications/campaigns/because-i-am-a-girl-girls-in-the-global-economy-2009/?searchterm=becausepercent20ipercent20ampercent20apercent20girl>**

“Because I am a Girl: The State of the World’s Girls 2009” is the third in a series of annual reports published by Plan International. It presents new analysis of the important role that girls and young women play in economic growth and the missed opportunities of failing to invest in their futures. The report is also a call to action to invest early in girls’ education and meaningful work opportunities to ensure a more prosperous and equitable society.

**50 Robinson, J.P. (2008, May). Living in limbo: Burma’s youth in Thailand see few opportunities to use education and vocational skills. Women’s Refugee Commission. Accessible at: [http://www.womenscommission.org/pdf/th\\_youth.pdf](http://www.womenscommission.org/pdf/th_youth.pdf)**

The purpose of this assessment was to look at the educational needs of young people from Burma living in refugee camps in Thailand—what education and job training programs are available and what more is needed to help young people make the transition from education programs into jobs or self-employment. Women’s Refugee Commission conducted this assessment as part of a global research and advocacy project that works to increase support for quality education and job training programs for displaced youth.

**51 Semlali, A. & Osicka, T. (2009, July). Youth investments in the World Bank portfolio. Child and Youth Development Notes, 3(2). Accessible at: [http://siteresources.worldbank.org/INTCY/Resources/395766-1186420121500/YDNiii2\\_InvPortfolio.pdf](http://siteresources.worldbank.org/INTCY/Resources/395766-1186420121500/YDNiii2_InvPortfolio.pdf)**

This report provides a summary of World Bank projects that were designed to target youth from 1995 to 2007. It identifies trends in lending and grants in terms of loan amounts, the number of projects, sectoral emphases and regional distribution. Some of the projects have a focus on youth enterprise, employment, and/or livelihoods development.

**52 Silatech. (2009, June). The Silatech index: Voices of young Arabs. Accessible at: <http://www.gallup.com/poll/120758/Silatech-Index-Voices-Young-Arabs.aspx>**

This report is a Silatech study prepared in partnership with Gallup, which measures and analyzes attitudes of young Arabs with respect to their human capital, work and entrepreneurship opportunities.

**53 Stern, B. & Balestino, R. (2008, August). Rapid youth assessment in the Eastern Caribbean. USAID & EQUIP3. Accessible at: <https://secure.edc.org/publications/prodview.asp?1930>**

A rapid youth assessment was conducted in Grenada, St. Lucia, St. Kitts/Nevis, and Antigua to inform USAID/Eastern Caribbean’s strategic planning. The assessment sought to determine the realities faced by 15-20 year-olds in the region and identify the resources and programs youth have access to.

**54 UNICEF. (2009). ADAP Learning Series Volume 4: Youth Participation in Poverty Reduction Strategies and National development plans. Accessible at [http://www.unicef.org/adolescence/index\\_documents.html](http://www.unicef.org/adolescence/index_documents.html).**

This UNICEF report chronicles the possibilities for the use of social entrepreneurship in UNICEF programs. It provides an overview and history of social entrepreneurship and discusses methods for scaling up social entrepreneurship through government policies.

**55 USAID, Academy for Educational Development, & Save the Children. (2008, February). Economic strengthening for vulnerable children: Principles of program**

**design & technical recommendations for effective field interventions. USAID Field Report 2. Accessible at: <http://www.aed.org/Publications/upload/FIELD.pdf>**

This publication provides an illustration of economic strengthening best practices in a format that multi-sectoral teams of donors and practitioners can use to inform their work. It also offers two sets of tools: a series of seven principles for program design and implementation and a set of technical recommendations on how to implement selected economic strengthening activities.

**56 Volkmann, C., Wilson, K.E., Mariotti, S., Rabuzzi, D., Vyakarnam, S., & Sepulveda, A. (2009, April). Educating the next wave of entrepreneurs: Unlocking entrepreneurial capabilities to meet the global challenges of the 21<sup>st</sup> Century; a report of the Global Education Initiative. World Economic Forum. Accessible at: [http://www.weforum.org/pdf/GEI/2009/Entrepreneurship\\_Education\\_Report.pdf](http://www.weforum.org/pdf/GEI/2009/Entrepreneurship_Education_Report.pdf)**

This report consolidates existing knowledge and global good practices in entrepreneurship education to facilitate sharing, scaling and to enable the development of innovative new tools and delivery methods. It provides a landscape of entrepreneurship education practices for youth. The report also outlines specific approaches and recommendations for stakeholders.

**57 Walker, C., Millar Wood, J.C., & Allemano, E. (2009, April). Liberia youth fragility assessment. USAID. Accessible at: [http://pdf.usaid.gov/pdf\\_docs/PNADQ258.pdf](http://pdf.usaid.gov/pdf_docs/PNADQ258.pdf)**

This assessment provides a portrait of the realities now confronting Liberian youth and recommendations for USAID to use education to develop sustainable livelihoods for youth. These recommendations are based on observations of local leaders and youth representatives and analysis from NGOs, independent researchers and the Liberian government.

**58 Women's Refugee Commission. (2008, October). Desperate lives: Burmese refugee women struggle to make a living in Malaysia. Accessible at: [http://www.womenscommission.org/pdf/mys\\_rep.pdf](http://www.womenscommission.org/pdf/mys_rep.pdf)**

The Women's Refugee Commission traveled to Malaysia to learn whether economic opportunities can protect female Burmese refugees who live in Kuala Lumpur from gender violence, especially if they do not have legal working status. They found that in accessing the few economic opportunities available, women increased their risk of exploitation. This report details lessons learned and recommendations for government and non-government action.

**59 Women's Refugee Commission. (2009, September). Dreams deferred: Educational and skills-building needs and opportunities for youth in Liberia. Accessible at:**

**[http://www.womensrefugeecommission.org/docs/liberia\\_youth\\_report\\_2009\\_final.pdf](http://www.womensrefugeecommission.org/docs/liberia_youth_report_2009_final.pdf)**

The report is based on an assessment in Liberia in July 2009 to gather information to inform efforts aimed at helping young people earn a dignified living and contribute to the reconstruction of their communities. The assessment sought to identify the goods and services that are in demand in two counties of Liberia with high concentrations of conflict-affected youth. In collaboration with young people and stakeholders in the areas of education and skills training, the Women's Refugee Commission also took stock of the experience of post-war training efforts to date, documented existing programs and developed recommendations toward addressing gaps in services and strengthening interventions.

**60 Women's Refugee Commission. (2009, October). Life in the promised land: Resettled refugee youth struggle in the US Case study: Phoenix, AZ. Accessible at: [http://www.womensrefugeecommission.org/docs/arizona\\_youth\\_report\\_2009\\_for\\_web.pdf](http://www.womensrefugeecommission.org/docs/arizona_youth_report_2009_for_web.pdf)**

The report is based on the Women's Refugee Commission's visit to Phoenix, Arizona in August 2009 to learn about young peoples' experience resettling to the US. The delegation looked at what educational and skills training programs young people had access to while they were displaced that helped with their transition to the US and what additional services would have been helpful. The aim was to learn what more could be done during displacement to better prepare refugee youth for life in the US

**61 Women's Refugee Commission. (2009, May). Refugee girls: The invisible faces of war. Accessible at: [http://www.womensrefugeecommission.org/docs/refugee\\_girls\\_book.pdf](http://www.womensrefugeecommission.org/docs/refugee_girls_book.pdf)**

80 percent of the more than 40 million people displaced by war and human rights abuses are women, children and young people. The Women's Refugee Commission writes in this book about many aspects of displaced girls' lives, including girl soldiers, trafficking, life in a refugee camp and girls' and young women's livelihoods options (pp. 22-23).

**62 Women's Refugee Commission. (2008, December). Too little for too few: Meeting the needs of youth in Darfur. Accessible at: [http://www.womensrefugeecommission.org/docs/df\\_youth.pdf](http://www.womensrefugeecommission.org/docs/df_youth.pdf)**

From June to November 2008, the Women's Refugee Commission conducted an assessment of educational and skills training opportunities available to displaced youth in Darfur. This report looks at existing services targeting youth and examines some of the challenges programs face, such as selection of beneficiaries, course offerings and follow-up support to graduates.

**63 Women's Refugee Commission. (2008, July). Youth and sustainable livelihoods: Linking vocational training programs to market opportunities in northern Uganda. Accessible at: [http://www.womenscommission.org/pdf/ug\\_ysl\\_rep.pdf](http://www.womenscommission.org/pdf/ug_ysl_rep.pdf)**

The report documents vocational training (VT) opportunities for young people in northern Uganda, presenting an analysis of VT programming and the actors involved. It offers VT providers recommendations for programming at each stage in the VT cycle. The report identifies how VT programs can best meet youths' needs for education and sustainable livelihoods while also supporting a broader strategy of economic reconstruction in northern Uganda.

**64 Woolsey, L. & Katz-Leavey, J. (2008, May). Transitioning youth with mental health needs to meaningful employment and independent living. National Collaborative on Workforce and Disability for Youth (NCWD/Youth). Accessible at: [http://www.ncwd-youth.info/assets/reports/mental\\_health\\_case\\_study\\_report.pdf](http://www.ncwd-youth.info/assets/reports/mental_health_case_study_report.pdf)**

NCWD/Youth carried out a study on successful strategies to help youth with mental health needs transition to postsecondary education and employment. The authors conducted case studies of five promising program sites addressing work and career exploration. They identified program design features and system-level policies that can help youth with mental health conditions better transition into adulthood.

**65 World Bank Group. (2008, December). Africa development indicators 2008-2009: Youth and employment in Africa. Longer version available for purchase. Shorter version accessible at: [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/12/23/000333038\\_20081223003314/Rendered/PDF/469510ENGLISH010ADI12008091essay1EN.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/12/23/000333038_20081223003314/Rendered/PDF/469510ENGLISH010ADI12008091essay1EN.pdf)**

This report discusses youth and labor markets in Africa and past youth employment interventions in the region. It argues for the need of an integrated approach should governments want to tackle youth employment issues in a sustainable manner. It argues for a well-rounded approach including expanding job and education alternatives in rural areas, increasing mobility, encouraging the private sector and improving the access and quality of skills formation.

**66 World Bank Group. (2009, March). Argentine youth: An untapped potential. Accessible at: [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2009/05/11/000333037\\_20090511001608/Rendered/PDF/484600PUB0Arge101Official0Use0Only1.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2009/05/11/000333037_20090511001608/Rendered/PDF/484600PUB0Arge101Official0Use0Only1.pdf)**

Argentina's youth cohort is the country's largest ever and 46 percent of youth are at risk today. This report applies the framework of the 2007 World Development Report and examines the five life-changing transitions that all youth confront: leaving school and

continuing to learn, starting to work, developing and maintaining a healthy lifestyle, forming a family and exercising citizenship.

**67 World Bank Group. (2008, September). Kosovo - youth in jeopardy: Being young, unemployed, and poor in Kosovo: A report on youth employment in Kosovo. Accessible at: <http://go.worldbank.org/L4S1VFN270>**

The main objective of the report is to provide a diagnosis on youth employment in Kosovo that can provide the basis for future policy design. The report develops a youth employment profile and analyzes employment trends of youth in jeopardy in Kosovo. There is also an overview of current youth programs and policies being implemented in Kosovo.

**68 World Bank Group. (2008, September). Madagascar - post primary education: Developing the workforce, shaping the future - Transformation of Madagascar's post-basic education. Vol. 1 of 2. Accessible at: <http://go.worldbank.org/BVPNAW83Z0>**

This report is aimed at providing analytical inputs for the development of post-basic education reforms. Specifically, the report identifies and prioritizes: (1) the need for change in the structure, content and delivery of Madagascar's post-basic education and training system, and (2) the key reforms in financing, governance and management required to support changes to the post-basic system.

**69 World Bank Group. (2008, March). School and work in the Eastern Caribbean: Does the education system adequately prepare youth for the global economy? Accessible at: [http://publications.worldbank.org/ecommerce/catalog/product?item\\_id=8162869](http://publications.worldbank.org/ecommerce/catalog/product?item_id=8162869)**

The study provides in-depth analysis and relevant practices to guide policymakers, educators, and private sector leaders in developing youth into a productive and well-paid workforce. It makes the case for why the education and training systems in the Eastern Caribbean need to be more responsive to changing labor market demands in the region.

**70 World Bank Group. (2008, January). Thailand social monitor on youth: Development and the next generation. Accessible at: <http://go.worldbank.org/94ELK8BPU0>**

This report provides an overview of the challenges facing Thai youth today, identifying the factors that make them vulnerable and outlining possible policy directions. A model proposed by the World Development Report 2007 helps provide an understanding factors that affect youth development and how they influence in three important life transitions: growing up healthy, learning for work and life, and moving from school to work.

**71 World Economic Forum. (April 2009). Educating the Next Wave of Entrepreneurs. Accessible at:**  
**[http://www.weforum.org/pdf/GEI/2009/EE\\_ExecutiveSummary.pdf](http://www.weforum.org/pdf/GEI/2009/EE_ExecutiveSummary.pdf)**

The World Economic Forum's report covers a broad spectrum of entrepreneurship education that applies to large companies, academic institutions and informal entrepreneurs. The report is an effort to get a sense of the wide variety and scale of entrepreneurship initiatives around the world.

**72 World Bank Group. (2009). Youth and employment in Africa: The potential, the problem, the promise. Accessible at: <http://website1.wider.unu.edu/lib/pdfs/WB-ADI-Youth-and-Employment-in-Africa-2008-2009.pdf>**

This year's publication of the Africa Development Indicators 2008-9 includes an essay on youth and employment on the African continent. Published by the Africa Region of the World Bank, the report introduces facts about youth and labor markets, analyzes past interventions and potential policy responses and offers case study examples from Burkina Faso and Kenya.

**73 Youth Business International. (2009). Youth Entrepreneurship: Recommendations for Action. Accessible at:**  
**<http://www.youblisher.com/p/5078-Youth-entrepreneurship-recommendations-for-action/>.**

Predictions for a sustained rise in youth unemployment as young people comprise an ever-larger share of the global population makes finding solutions to youth unemployment an increasingly urgent need for the world. This report provides suggestions for how businesses, governments, and civil society organizations can help young people get started in business. Specifically, the report draws on best practices from multiple different organizations to "make cross-sectoral recommendations for creating a culture of youth enterprise."

**74 Youth Employment Network and the International Youth Foundation. (2009, July). Private sector demand for youth labour in Ghana and Senegal. Accessible at: [http://www.ilo.org/public/english/employment/yen/downloads/psi/psi\\_study.pdf](http://www.ilo.org/public/english/employment/yen/downloads/psi/psi_study.pdf)**

This study, done in Ghana and Senegal, addresses the issue of youth employment in the private sector, specifically how skills that youth offer can better match private sector needs. It finds that the markets for entry-level labor in both countries have great potential, but need to address issues of attrition, literacy efforts, gender disparities, IT skills, and soft skills (especially professional maturity).

**75 Youth Employment Systems (YES) Inc. (2008). The fight against poverty in Latin America: Strategies, synergies and challenges involved in the promotion of youth employment and entrepreneurship. (La Lucha Contra la Pobreza en America**

**Latina: estrategias, synergies, y desafios en la promocion del empleo y el emprendimiento juvenil (Available only in Spanish). Accesible at: <http://www.yesweb.org/PDF/publication/LApercent20LUCHA-CONTRA-LA-PROBREZA-EN-AMERICA-LATINA.pdf>**

YES Inc.'s Latin America network developed this compilation of poverty eradication strategies in effect throughout the region to recommend how the issue of youth employment and entrepreneurship can be incorporated into country-level poverty eradication strategies. The report also identifies ways YES Inc. can support the development of public policies and strategic alliances in the region.

**76 Youth Employment Systems (YES) Inc. (2008). Huella emprendedora: Youth entrepreneurs working for the Millennium Development Goals. Accesible at: [http://www.yesweb.org/PDF/publication/Blue-Print-Project-in-Latin-America\\_Study-Cases.pdf](http://www.yesweb.org/PDF/publication/Blue-Print-Project-in-Latin-America_Study-Cases.pdf)**

YES Inc. compiled a series of case studies of young entrepreneurs in Bolivia, Colombia, Guatemala, Honduras, Nicaragua, Panama, Peru, and Uruguay who are working towards the Millennium Development Goals. These case studies are part of an initiative called Huella Emprendedora, which was launched in 2005 to identify, encourage and promote young entrepreneurs in Latin America.

**77 Youth Entrepreneurship Strategy Group/The Aspen Institute. (2008). Advancing entrepreneurship education. Accesible at: <http://nfte.com/resources/documents/AdvancingEntrepreneurshipEducation.pdf>**

This report explores the promise of and obstacles to implementing youth entrepreneurship education nationwide in the 9th and 10th grade levels. Youth Entrepreneurship Strategy Group's goals are to develop and implement a strategy to advance the teaching of entrepreneurship in the nation's schools and to prompt public discussion and action on teaching entrepreneurship in schools.

**78 Zeesman, M., Robinson, J.P., Quick, D., Dublon, D., & Cunningham, J. (2008, April). Country at a crossroads: Challenges facing young people in Sierra Leone six years after the war. Women's Refugee Commission. Accesible at: [http://www.womenscommission.org/pdf/sl\\_youth.pdf](http://www.womenscommission.org/pdf/sl_youth.pdf)**

The report is based on the Women's Commission for Refugee Women and Children's February 2008 visit to Sierra Leone to look at young people's needs, which services are working and what more is needed. It highlights how six years after the war, young people in Sierra Leone continue to face barriers to achieving quality education. The report includes recommendations to increase attention and support for young people.