

2008-2009 Resources on Youth Enterprise, Employment, and Livelihoods Development: Toolkits, Guides, Handbooks, and Manuals

1 Cunningham, W., Cohan, L., Naudeau, S., & McGinnis, L. (2008). Supporting youth at risk: A policy toolkit for middle income countries. The World Bank. Accessible at: <http://go.worldbank.org/U26H7QN200>

The Policy Toolkit is a practical guide for government clients and professionals on how to create and implement effective policies for at-risk youth in middle-income countries. The Toolkit highlights 22 policies that have been effective in addressing 5 key risk areas, including unemployment and underemployment, for young people around the world. It also includes strategies and tools for turning these policy recommendations into a well-designed and well-implemented youth portfolio.

2 Ennis, G. (2008, August). Youth entrepreneurship microfinance program manual: A concise hands-on manual for microfinance institutions to create youth entrepreneurship programs, services and financial products. Katalysis Central American Microfinance Network & Cordes Foundation. Accessible at: http://youthenterpriseconference.org/sitemanager/cuteeditor_files/uploads/CordesKatalysisManuelSubmission.doc

The Katalysis Network is an alliance of 21 Microfinance Institutions (MFIs) in Central America representing 280,000 predominantly female clients. This guide is intended to assist in the promotion and creation of youth programs within the Network in Central America and worldwide by laying out the basic steps for creating a youth-focused MFI program. It provides tools to ensure that youth entrepreneurial programs reach the goals they set out to achieve.

3 Freedom from Hunger. (2009, September). Lot quality assurance sampling: A management tool to efficiently assess program outcomes. Accessible at: http://www.youthenterpriseconference.org/Sitemanager/CuteEditor_Files/uploads/BoffiGray_LQAShandout.pdf

This document summarizes Lot Quality Assurance Sampling (LQAS), a management tool that organizations can use to assess how well their institutions are progressing on achieving program outcomes. LQAS relies on small samples to provide meaningful information, thereby reducing the high costs involved with taking large samples of the population. It also relies on simple data analysis and interpretation. Freedom from Hunger shared this approach at the Global Youth Enterprise & Livelihoods Development Conference, as it has been used in programs related to youth enterprise and livelihoods development.

4 Fundacion Paraguaya (2009). School in a Box Guide Series. Accessible at: <http://www.teachamantofish.org.uk/resources/schoolinabox.php>

The Financially Sustainable School model developed by Fundacion Paraguaya and its sister organization TeachAManToFish is a proven solution to providing a high quality transformative education that is financially sustainable, yet which doesn't rely on fees. The School in a Box Guide Series aims to make replication easy, drawing together the collective experience of these institutions into nine easy-to-read self-help manuals. The toolkit is designed to allow education institutions and non-profits working in education to develop their own Financially Sustainable School without additional technical assistance (although this is strongly recommended for large scale projects and is available from both TeachAManToFish & Fundacion Paraguaya).

5 Inter-American Development Bank's Youth Development and Outreach Program. (2008). Jovenes agentes de cambio: Guia practica. Accessible at: http://www.iadb.org/EXR/SPE/youth/pdf/Jovenes_agentes.pdf

This practical guide provides concrete ideas for young people on how they can make a positive difference in their local communities as social entrepreneurs and change makers. The guide is only available in Spanish.

6 International HIV/AIDS Alliance and Family Health International. Orphans and other vulnerable children support toolkit. Accessible at: <http://www.ovcsupport.net/sw505.asp>

This toolkit is an electronic library of resources collected by the International HIV/AIDS Alliance and Family Health International from a wide range of organizations, based on the understanding that there are many good approaches to supporting orphans and vulnerable children.

7 International Organization of Employers. Youth employment toolkit: an electronic resource tool for employers. Accessible at: <http://www.ilo.org/youthmakingithappen/>

This electronic toolkit is part of an ongoing effort by the International Labour Organization, together with the International Organization of Employers, to strengthen the capacity of employers' organizations to engage in youth employment, especially in developing and transition countries. The main purpose of this tool is to shed light on practical action and concrete programs employers and their organizations, as well as other business associations, can undertake to promote youth employment.

8 James-Wilson, D. (2008, June). Youth livelihoods development program guide. Education Development Center. Accessible at: <http://www.equip123.net/docs/e3-LivelihoodsGuide.pdf>

This guide provides practitioners worldwide with a common language, conceptual framework, and frame of reference for youth livelihood programming. It also outlines a practical set of suggestions and reference materials to improve youth livelihood development practices and to expand programming.

9 National Content Standards for Entrepreneurship Education. Preparing youth and adults to succeed in an entrepreneurial economy. Accessible at:
http://www.entre-ed.org/Standards_Toolkit/

This toolkit for the U.S. National Content Standards for Entrepreneurship Education is designed to give visitors the standards and performance indicators framework necessary for developing curriculum for entrepreneurship programs as a lifelong learning process.

10 New America Foundation's Global Assets Project. (2008, July). Child savings accounts: A primer. Accessible at:
http://globalassetsproject.org/files/CSApercent20Primer_0.pdf

This primer describes the concept of Child Savings Accounts (CSAs), various purposes for and features of the accounts, impacts CSAs can have on a child's development, and obstacles that impede the widespread provision of the accounts. By highlighting examples of CSA products, programs, and policies, the primer aims to demonstrate the breadth of CSAs offered around the world. This report also addresses design and delivery of CSAs.

11 Partnership for 21st Century Skills. (2008). 21st Century skills, education & competitiveness. Accessible at:
http://www.21stcenturyskills.org/documents/21st_century_skills_education_and_competitiveness_guide.pdf

This guide summarizes the challenges and opportunities in 21st century education that, if left unaddressed, will curtail the U.S.'s competitiveness in the world. The publication is a resource for policy makers and leaders in business, education, and workforce development communities in shaping policies that are attuned to competitive needs.

12 Rosas, G., & Rossignotti, G. (2008). *Guide for the preparation of national action plans on youth employment*. International Labour Organization. Accessible at:
http://www.ilo.org/global/What_we_do/Publications/ILOBookstore/Orderonline/Books/lang--en/docName--WCMS_091361/index.htm

This guide has been developed by the International Labour Organization to assist governments, employers', and workers' organizations -- as well as other relevant stakeholders, such as youth groups -- in preparing National Action Plans on Youth Employment (NAPs). It describes some issues to address in the development of an NAP, proposes a step-by-step development approach, presents the technical framework, and provides additional tools and reference material.

13 Street Kids International. (2008). Street business toolkit. Accessible at:
http://www.streetkids.org/what_we_do/program.htm

The Street Business Toolkit is an entrepreneurship training of trainers designed for frontline workers working with street kids. Practical, interactive and participatory, it culminates in the development of simple business plans and includes an animation called

“Speed’s Choice” which speaks of the choices made by youth earning a living on the streets.

14 Street Kids International. (2008). Street banking toolkit. Accessible at: http://www.streetkids.org/what_we_do/program.htm

The Street Banking Toolkit is a financial literacy (credit and savings) training of trainers designed for frontline workers working with street kids. Through a series of stories, interactive games and activities, youth learn the importance of savings, how to manage a loan and how to create a credit circle.

15 Street Kids International. (2009). Street business mentorship- An organization's guide. Accessible at: http://www.streetkids.org/what_we_do/program.htm

Street Kids International designed the Street Business Mentorship Training program for frontline workers to train local businesspeople to become mentors to youth running small businesses. The guide explains how, through this workshop, mentors recognize what they have to offer and how to share their wisdom.

16 Street Kids International. (2009). Maria's match. Accessible at: http://www.streetkids.org/what_we_do/program.htm

"Maria's Match" is a comic book that tells the story of how the characters from the animation Street Kids International created called "Speed's Choice" discover the concept of mentorship and develop relationships to help them succeed. It is meant to demonstrate the concept of mentorship in areas where it is new.

17 Street Kids International. (2009). Practice business toolkit. Accessible at: http://www.streetkids.org/what_we_do/program.htm

The Practice Business Toolkit is a training of trainers Street Kids International designed for front line workers to guide street youth through a supported applied business experience as a step before independent business ownership.

18 Street Kids International. (2009). The microfranchise toolkit. Accessible at: http://www.streetkids.org/what_we_do/program.htm

Street Kids International’s Microfranchise Toolkit offers a basic introduction to the concepts of microfranchising and the involvement of youth-serving organizations in its application. It includes practical examples of successful microfranchises.

19 The SEEP Network. (2009). Linking Youth with Knowledge and Opportunities in Microfinance: (LYKOM) Project, Morocco. Accessible at: http://seepnetwork.org/Resources/Save_Zakoura_Youth_FS_Case_Study.pdf.

This publication introduces the reader to, and provides lessons and recommendations from, the “Linking Youth with Knowledge and Opportunities in

Microfinance” (LYKOM) project, funded by USAID and implemented by Save the Children and Fondation Zakoura Micro-Credit in Morocco. The program includes financial and business literacy training, savings promotion, and access to credit for youth business.

20 Women’s Refugee Commission. (2009). Building livelihoods: A field manual for practitioners in humanitarian settings. Accessible at:
http://www.womensrefugeecommission.org/docs/livelihoods_manual.pdf

The field manual provides user-friendly tools and guidance to support market-driven, context appropriate, and dignified livelihood programs targeting women and youth and in support of child protection.

21 Women’s Refugee Commission. (2008, October). Market assessment toolkit for vocational training providers and youth. Accessible at:
http://www.womenscommission.org/pdf/ug_ysl_toolkit.pdf

The Market Assessment Toolkit is a combination of questionnaires and activities to assist vocational training providers and youth in gathering information on local market demand and translating it into improved programming. The aim of the toolkit is to assist service providers to take a more demand-driven approach, matching youths’ interests, skills and available resources to market opportunities for employment and self-employment.

22 Youth Employment Network. (2008, April). Joining forces for young people: A practical guide to collaboration with young people. Accessible at:
http://www.ilo.org/public/english/employment/yen/downloads/yen_youth_guide_eng.pdf

This guide for youth acts to facilitate and motivate young peoples’ participation in youth employment policymaking. The publication provides an overview of why and how youth should be engaged in the policymaking process; describes concepts of youth participation and empowerment related to employment policy issues; guides youth on how to set up youth employment related projects; and catalogues a range of useful tools, resources and potential partner organizations.

23 Youth Employment Network (International Labour Organization). (2009). Reporting guidelines on labour market indicators for youth. Accessible at:
<http://www.ilo.org/public/english/employment/yen/whatwedo/projects/indicators.htm>

The Reporting Guidelines on Labour Market Indicators for Youth are designed to assist Youth Employment Network (YEN) Lead Countries to measure and analyze key national labor market indicators on youth employment. It informs on the definitions, concepts, calculations and data sources for each indicator so countries can monitor their youth employment situation.

24 Youth Entrepreneurship Strategy Group. (2008, November). Youth entrepreneurship education in America: A policymaker's action guide. Accessible at: http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/YESG_Policy_Guide.pdf

This action guide provides concrete steps U.S. policymakers can take to increase the access U.S. students have to entrepreneurship education in their schools. It also advocates for more investment in entrepreneurship education as a way to empower young people and build their critical mix of success-oriented attitudes and opportunity recognition skills the 21st Century requires.

25 Youth Employment Systems (YES) Inc. (2008). YES's program of social entrepreneurship: Training of trainers guide (Programa YES de emprendimiento social juvenil: Guía para la formación de formadores). (Available only in Spanish). Accessible at: http://www.yesweb.org/PDF/publication/PROGRAMA-YES-DE-EMPREDIMIENTO-JUVENIL_YESpercent20Fellows.pdf

This purpose of this guide is to support YES Inc.'s efforts to promote a strong global network of young social entrepreneurs who will lead initiatives that transform youth employment policies and programs. This training program was launched in Latin America in 2008, and is adapted to the context of each country in the region. It is currently training selected young people involved in the YES Inc. network who will establish training centers in collaboration with Cambridge College.