

Graduating Youth to Microenterprise

Integrated, Cross-Sectoral, Youth
Livelihood Development Strategies

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FROM THE AMERICAN PEOPLE



Highlighting Lesson's Learned...

- EQUIP3's *Youth Livelihoods Development Program Guide*
- EQUIP3's IDEJEN Project in Haiti
- EQUIP3's Youth Mapping Experiences



A View From 10,000 Ft....

- Growing awareness of livelihood as the key driver of positive youth development outcomes
- Livelihood Development -- *Bridging the Gaps* between basic education and workforce development (conceptual, methodological, jurisdictional, funding)
- *Readiness and Access Oriented* livelihood programming

Eight Emerging Understandings....

1. Youth are already economically active
2. Youth activities are closely linked to household activities
3. Youth and Households have existing livelihood development plans
4. Youth must balance education with work
5. Reflect market realities, constraints, barriers
6. Livelihood is the key driver of positive dev't
7. Youth are a diverse cohort
8. Track livelihood specific and cross-cutting outcomes

Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)

- USAID-funded, EQUIP3 Associate Award
- Provide basic education and livelihood training to out-of-school youth ages 15-24
- October 2003- September 2010
- 13,000 trained by 2010
 - 2,200 youth completed training
 - 5,000 in training now



IDEJEN *continued*

- 18-month program:
 - 12-month basic employability training
 - 6-month livelihood accompaniment
- Implemented through 63 community-based organizations across Haiti



Emerging Understandings in the context of IDEJEN

Youth Must Balance Education with Work

- Project design recognizes that an all-day education and training program will not work for this population
- Model also has an optional short-term job experience (2-8 weeks) that is concurrent with Basic Employability and/or Accompaniment Phase



Emerging Understandings in the context of IDEJEN

Youth Livelihood Programming Should Reflect Marketplace Realities

- Youth mapping
- Localized market study for 3 communities
- Tool for Career Centers to analyze local markets
- Work with public and private sectors
- Connecting to microfinance institutions
- Linkages with other economic growth projects

IDEJEN conclusion

- Holistic interventions
- Linkages to private and public sector



- Advocacy and policy
- Attention to gender

A focus on *Livelihood Capital*...

- Looking at livelihood development through the lens of *asset* or *capital* accumulation
- Building on existing livelihood assets and capital
- Understanding the multiple contributors to sustainable livelihood pathways

Building upon existing activities and assets identified by youth themselves.

With Youth Focus Groups that:

- **Respect** young people's desires, challenges, and realities (economically active, linked to household activities, education and work).
- **Mobilize** young people's assets (starting with meaningful reflections, moving towards existing livelihood development plans).
- Help **connect** youth to livelihood opportunities (address market realities, constraints, values; inform project design & implementation, make policy recommendations, etc.)

Youth Focus Groups

Designed for different purposes and topics.

- Scenario building – i.e. mapping out perceptions, mobility, money flow, etc.
- Scenario testing – project idea, approach, component.

Focus Group - Money Flow Mapping

The best way of understanding it, is being part of it.

- Form two groups of 5-6 people group.

Focus Groups:

Mapping Money Flow



Reflecting... 3-Step Methodology

- 1. Generate information** – for example: economic activities that youth engage in, barriers to enter a market, barriers to further education and training, ways youth balance education and work, etc.
- 2. Quantify** – assign values, rank order, etc. by reaching group consensus.
- 3. Analyze** – make comparisons, explain rationale behind choices, etc.



Common Misconceptions v.s. Reality

- Youth do not engage or display “an attitude”.
- ~ Youth are highly appreciative and value the opportunity to express themselves.
- Youth have limited knowledge about important issues (such as business development and local business opportunities).
- ~ Youth possess great knowledge, high analytical skills because the issues are a reality to them.
- This methodology lacks rigor.
- ~ Consensus building, tested against the target audience and triangulated with other responses.

Final thoughts on youth livelihoods...



- A few reflections on next steps
- Questions and comments from the group