



# INVESTING IN YOUTH

IsDB INTERVENTIONS IN YOUTH DEVELOPMENT



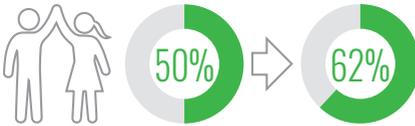
# List of Acronyms

<b>BDCs</b>	Business Development Centers
<b>CORAF</b>	West and Central African Council for Agricultural Research and Development
<b>ECD</b>	Early Childhood Development
<b>E4E</b>	Education for Employment
<b>E4C</b>	Education For Competitiveness
<b>GVCs</b>	Global Value Chains
<b>HPs</b>	Harmful Practices
<b>ICTs</b>	Information and Communication Technologies
<b>IHS</b>	In Her Shoes Methodology
<b>IsDB-BISEW</b>	Islamic Development Bank-Bangladesh Islamic Solidarity Educational Waqf
<b>IsDB</b>	Islamic Development Bank
<b>ISFD</b>	Islamic Solidarity Fund for Development
<b>IYF</b>	International Youth Forum
<b>LDMCs</b>	Least Developed Member Countries
<b>MENA</b>	Middle East and North Africa
<b>MCs</b>	Member Countries
<b>MDBs</b>	Multilateral Development Banks
<b>MFI</b> s	Mediating Financial Institutions
<b>MSEs</b>	Medium to Small Size Enterprises
<b>M4P</b>	Making Markets Work for the Poor
<b>OIC</b>	Organization of Islamic Cooperation
<b>NCoS</b>	National Center of Specialization
<b>NEYAT</b>	Nurturing Enterprising Youth in Agricultural Technologies
<b>PFI</b> s	Participating Financial Institutions
<b>SIGAs</b>	Survival Income Generating Activities
<b>SDIs</b>	Service Delivery Indicators
<b>SDGs</b>	Sustainable Development Goals
<b>S&amp;T</b>	Science and Technology
<b>VCA</b>	Value Chain Approach
<b>VCs</b>	Value Chains
<b>VET</b>	Vocational Educational Training
<b>VOLIP</b>	The Vocational Literacy Program
<b>WBG</b>	World Bank Group
<b>UPAY</b>	Unemployed Potentially Active Youth
<b>YDF</b>	Youth Development Forum
<b>YDS</b>	Youth Development Strategy
<b>YES</b>	Youth Employment Support

# Executive Summary

Since the mid 1990s, youth<sup>1</sup> have been recognized as a specific social category with specific needs and challenges that demand dedicated interventions based on sound policies and adequate diagnostic. Across the world, a number of countries, including the Islamic Development Bank (IsDB) member countries (MC) have started to develop and implement youth programs and national youth policies and strategies. The political desire to engage youth has especially mounted in the last few years. Between 2013 and 2014, for instance, the number of states with a national youth policy has increased from 99 (50% out of 198 countries)<sup>2</sup> to 122 (62% out of 198 countries)<sup>3</sup>. Currently, about 50% of the Organization of Islamic Cooperation (OIC) MCs (27 out of 57 MCs) has national youth policies; the majority of those were developed in the early 2000s<sup>4</sup>.

“ BETWEEN 2013 AND 2014, THE NUMBER OF STATES WITH A NATIONAL YOUTH POLICY HAS INCREASED FROM 99 TO 122



“ CURRENTLY, ABOUT 50% OF THE OIC MCs (27 OUT OF 57 MCs) HAS NATIONAL YOUTH POLICIES; THE MAJORITY OF THOSE WERE DEVELOPED IN THE EARLY 2000s



This political will has been driven in part by youth demographics. The world has never been this young: In 2014, people aged 10 to 24 amounted to 1.8 billion making up a youth constituency that is greater than any point in human history<sup>5</sup>. The IsDB-served regions host a significant proportion of the world's youth constituency. Since 2014, the Arab region, for example, has been hosting the youngest population in the world—the largest youth generation the region has witnessed in 50 years— and in Africa alone, there are almost 200 million people aged between 15 and 24.<sup>6</sup>

There has been a paradigm shift in how youth are perceived, from “problems to be managed” to a more positive image of youth as important “resourceful” members of society that are crucial players in advancing the Sustainable Development Goals (SDG) agenda. It is now well understood that youth-inclusive societies are more likely to prosper and that the exclusion of youth not only results in a missed generation for global development but also leads to numerous challenges, from stunted growth, lack of creativity to loss of social cohesion and stability that could

1 The Youth Development Strategy of the IsDB defines “youth” as the transition from the childhood state of dependence to the full independence of adulthood, covering the age bracket of 15 to 35 years.

2 The State of youth policy 2014. Youth Policy Press.

3 An up-to-date list is available at Youthpolicy.org. <http://www.youthpolicy.org/nationalyouthpolicies/>

4 Calculations are made by the author using Youthpolicy.org data. <http://www.youthpolicy.org/nationalyouthpolicies>

5 The State of World Population 2014, United Nations Population Fund.

6 *ibid.*



lead to crisis and conflicts. Young people, as such, play a critical role in development. This role has been especially reinforced in contemporary societies, where young women and men are more aware of development challenges and are increasingly willing and able to publicly express their quest for equitable economic opportunities, good governance, and greater wellbeing.

The IsDB has been working to address youth development related issues since its establishment, specifically in the areas relating to young people's education, skills development, employment and engagement" ppparticipation.

During the past decade, IsDB has strengthened its work towards youth development, focusing on enabling youth to unlock their potential as partners and leaders in sustainable development. This new stage is crystallized in the Bank's 10-Year Strategic Framework (10-YS), the President's Five-Year Program (P5P) and the development of the Youth Development Strategy (2020-2025). The Youth Development Strategy (YDS) seeks to provide a coherent, coordinated, and holistic framework for the Bank's future youth development activities to increase impact of its interventions and to ensure that they are best placed to achieve the desired outcomes.

Furthermore, the Bank is committed to developing knowledge products and undertaking analytical work that can inform and examine issues and progress in the area of youth development. As such, this publication is intended for more than documenting the strides made by IsDB interventions. Rather, it aims

to (i) contribute to the global debate on youth by raising awareness on youth issues, and documenting good practices and successful approaches.

The publication reviews a number of youth-oriented initiatives implemented by the IsDB in MCs and through Communities Outreach in Non-Member Countries. The report is organized into three sections corresponding to the strategic pillars of the YDS. In the first section, the review of the select cases on the Bank's efforts towards improving young people's educational outcomes. The second section examines case studies in the area of economic empowerment that aim to increase youth employment and economic opportunities. The final section presents the Banks's interventions for enhanced youth engagement.

The analytical review of the cases follows a standardized structure across sections. The review first introduces the scope of the selected cases (objectives, target segments, activities, etc.); it then identifies their value-added and significance.

The select cases cover a range of relevant and salient development challenges to young people. Addressing these challenges and striving, more largely, to empower youth, the cases are fully aligned with the commitments of the Bank and its MCs to the 2030 Agenda "leave no one behind" and the Sustainable Development Goals. They also reinforce the IsDB's growing role as a center of excellence.

# Introduction

Economic empowerment is necessary not only to ensure economic well-being of youth, but also to enhance their capacity to be positive and productive agents in their community and to mitigate the challenges and risks that face young people.

To help MCs improve their youth's living conditions, one area of action the IsDB engages in is job creation, where the IsDB strives both to increase the number and the quality of jobs available to youth and strengthen their employability skills. Job creation interventions also include promoting youth entrepreneurship as an additional path for integrating youth into markets, while enabling them to become job providers.

Another key area where the IsDB focuses on is improving youth's access to financial services. In its efforts for greater youth financial inclusion, IsDB has been pioneering in the institutionalization of Islamic microfinance schemes to enable young entrepreneurs to establish Micro & Small-to-Medium sized Enterprises (MSMEs) as viable paths for graduation from poverty to self-sufficiency. The Bank also complements its financial support with non-financial services. Examples

for that are the provision of support for the establishment of training and entrepreneurship facilities and incubators, as well as building the capacity of financial institutions and educators for youth-owned MSMEs.

To enhance and ensure inclusive youth economic empowerment, the Bank strives to adapt a gender sensitive lens and pays particular attention to closing the gender gaps in skills, access to finance, and economic opportunities, while raising community awareness on and promoting positive social norms for greater gender equality to ensure sustainable economic outcomes and equal opportunities.

To demonstrate the IsDB's work and interventions for youth economic empowerment, a flagship employment support program and six NGO-led projects were selected as Best practice examples.

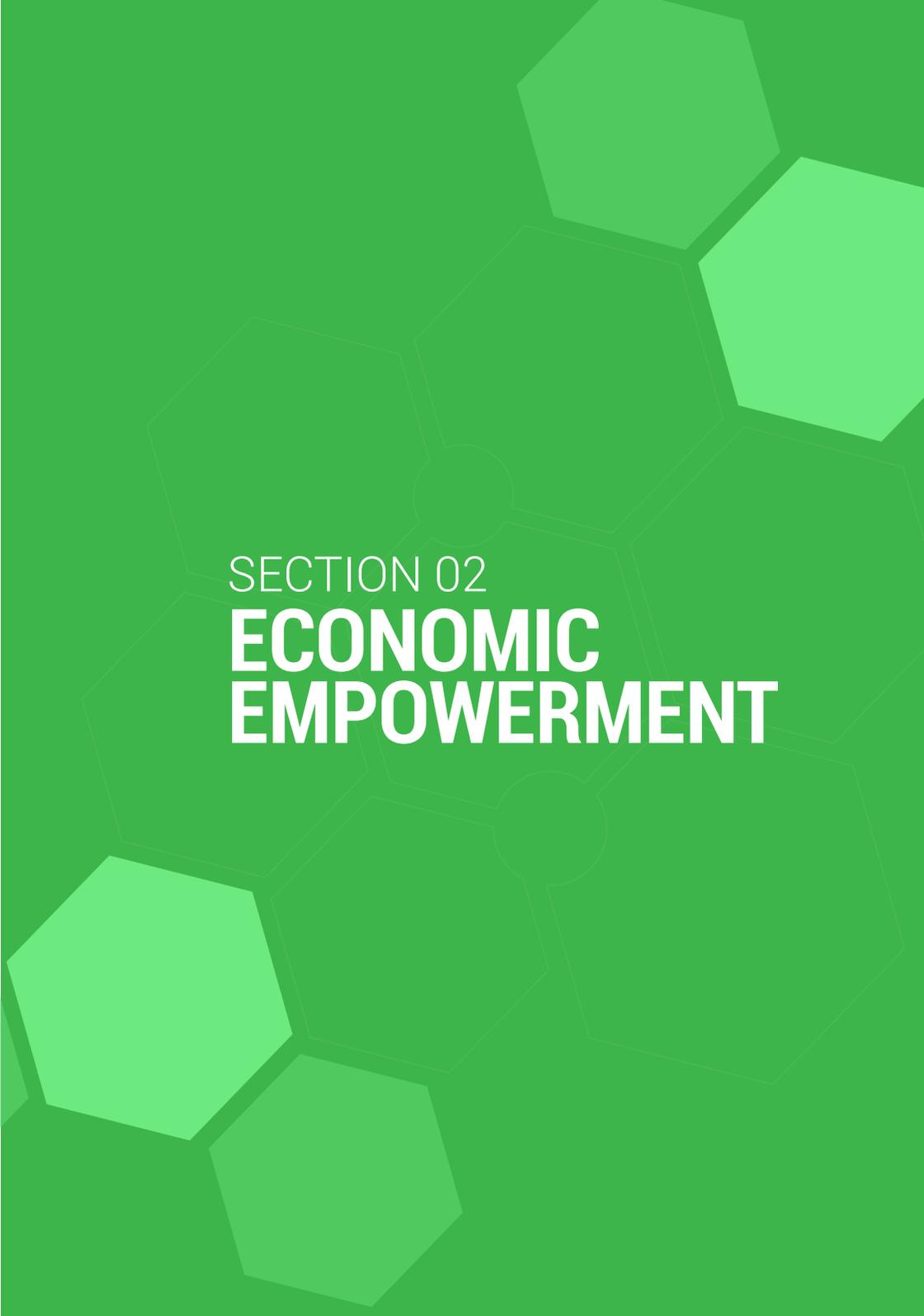
## REVIEWED PROJECTS



1. Nurturing Enterprising Youth in Agricultural Technologies (NEYAT)- Nine countries in West Africa
2. Youth Employment Support Program (YES)- Egypt
3. Improving Employability of Kyrgyzstani Youth
4. Empowerment of 100 Orphans in Apiculture in the Region of Izmir-Turkey
5. Scaling up Entrepreneurship, Business and Life Skills Training Among the Youth of Kabale District, Kigezi Region, Uganda
6. Empowerment of Rural Women of Amez Miz Community Through the Valorisation of Local Products -Morocco
7. Empowerment of Poor Muslim Women and Adolescent Girls Through Vocational Skills Training in Acha Momo Division, North West Region of Cameroon.

The reviewed cases are meant to be inspiring examples of youth centered interventions to learn from. Lessons learned can lead to sustainable livelihood and the economic empowerment of young women and men.

This can result in youth settling into decent work and gainful employment, having social and economic protection, and realizing their potential as partners and leaders in development.



SECTION 02

# **ECONOMIC EMPOWERMENT**

## 2.1 NURTURING ENTERPRISING YOUTH IN AGRICULTURAL TECHNOLOGIES (NEYAT)

### SUMMARY OF THE REVIEWED CASE

<b>Title of Projects</b>	<b>Project 1</b> Launching of Knowledge for Employment Web Channel <b>Project 2</b> Empowering Youth for Agripreneurship in West and Central Africa <b>Project 3</b> Promoting Youth Entrepreneurship Through Agriculture and Innovation in West Africa
<b>Location</b>	Benin, Burkina Faso, Cameroon, Côte d'Ivoire, Gabon, Mali, Niger, Nigeria, Senegal, Sierra Leone, and Togo.
<b>Duration</b>	<b>Project 1</b> 10 Months (2013-14) <b>Project 2</b> 10 Months (2016-17) <b>Project 3</b> 12 Months (2018-19)
<b>IsDB Financing</b>	<b>Project 1</b> \$ US 40,000 <b>Project 2</b> \$ US 60,000 <b>Project 3</b> \$ US 140,00
<b>Objectives</b>	To boost youth employment in agriculture and empower them to consolidate the agricultural value chains

The Project "Nurturing Enterprising Youth in Agricultural Technologies" (NEYAT) covers a series of collaborations between West and Central African Council for Agricultural Research and Development (CORAF) and IsDB for consolidating a regional approach to tackle youth unemployment in West and Central Africa through the following 3 projects:

- I. Launching of Knowledge for Employment Web Channel;
- II. Empowering Youth for Agripreneurship in West and Central Africa; and
- III. Promoting Youth Entrepreneurship Through Agriculture and Innovation in West Africa.

The overarching goal of the Program to promote sustainable improvements to competitiveness and productivity in the agricultural sector, by focusing on utilizing high impact agricultural technologies and ICT to boost youth employment in the sector.

Each project was implemented and coordinated by CORAF and, as regional initiatives they each covered eight IsDB MCs, namely: Benin, Burkina Faso, Cameroon, Côte d'Ivoire, Gabon, Mali, Niger, Nigeria, Senegal, Sierra Leone, and Togo.

### 2.1.1 OVERVIEW OF NEYAT PROJECTS AND PHASES

#### 2.1.1.1 PROJECT PHASE-I: LAUNCHING OF KNOWLEDGE FOR EMPLOYMENT WEB CHANNEL

The **main objective** of the Project was to increase the utilization of the outputs of scientific research to generate new knowledge-based jobs in agriculture as a solution particular to youth unemployment. To realize this objective, the Project has:

- I. Supported research centres in the area of agriculture for the production of video lectures on using agricultural technologies in creating new jobs;

II. Facilitated access to video lectures by making them available on a free of charge web-based video channel.

### 2.1.1.2 ACHIEVEMENT AND KEY RESULTS



**14 video lectures** accessible online were produced and broadcasted, which to date have enabled more than 83,995 individuals to become aware of agricultural technologies and innovations from the featured videos<sup>7</sup>

### 2.1.1.3 IMPLEMENTATION & ACTIVITIES

To achieve its core objective and the broader goal of supporting youth employment in agriculture, the Project undertook interventions under four main components, as summarized below:

#### PROJECT COMPONENT 1: **Identification of Suitable Technologies**

This component selected and identified suitable agricultural technologies to be recorded as video lectures from the existing technologies developed by National Centres of Specialization (NCoS) under the World Bank's West Africa Agricultural Productivity Program (WAAPP).<sup>8</sup> Selection of agricultural technologies were guided by whether they have been developed & tested by the NCoS, which could possibly serve as entry points for value chains. Therefore, acting as an opportunity for job creation and project initiation. Furthermore, the selection of agricultural technologies depended on the ease of implementation and its environmental impact. The lectures covered a variety of agricultural technologies ranging from increasing the productivity of crops, processing food crops, farming, to meat and milk processing.

#### PROJECT COMPONENT 2: **Production of Lectures**

Through this component, the Project requested the NCoS to prepare the video lectures based

on the selected technologies. Lectures were recorded in segments based on a kitten scenario, using simple language. Segments aimed to equip the viewers with practical steps and necessary information on the utilization of presented technology, elaborating especially on: the purpose and benefits of the presented technology, overview of its usage, the required raw materials, the cost elements of project initiation around the technology, necessary skills of the project staff (if any), locations suitable for implementing the technology, and how to get more information about the presented technologies.

#### PROJECT COMPONENT 3: **Sharing of Lectures**

This component undertook activities to ensure access to and enable distribution of video lectures. The recorded lectures were uploaded both to IsDB's already existing channel on YouTube and CORAF website and web-based channel, as such enabling free online access.

#### PROJECT COMPONENT 4: **Information and Advisory Services**

The final component aimed at providing advisory services to all interested viewers on how to transform the presented knowledge into new jobs related to the specified technologies. Importantly, the information and advisory services were projected to continue after the completion of the project, becoming part of Knowledge Management System, and addressing viewer inquiries.

### 2.1.1.4 VALUE ADDITION

The Project had the specific aim of strengthening the linkages between science and technology (S&T) and agriculture and generating knowledge-based jobs in the sector. By focusing on S&T integration, the Project took the first step to improve the agriculture value chain for national and regional competitiveness and, in

<sup>7</sup> Videos can be accessed from: [https://www.youtube.com/watch?feature=player\\_detailpage&v=Oe4WgUeNDNk](https://www.youtube.com/watch?feature=player_detailpage&v=Oe4WgUeNDNk) and [https://www.youtube.com/watch?feature=player\\_detailpage&v=2-oki4zTcFO](https://www.youtube.com/watch?feature=player_detailpage&v=2-oki4zTcFO)

<sup>8</sup> Funded by the World Bank and several other donors including the members of the CORAF/ CARD, WAAP project aimed at improving the regional integration through the transfer of agricultural technologies across the West African countries.

tandem, make the sector more attractive to educated youth. As such, the Project could serve as a vehicle to contribute to the regional efforts for tackling youth unemployment by increasing youth engagement in agriculture.

### 2.1.2.1 PROJECT/PHASE-II : EMPOWERING YOUTH FOR AGRIPRENEURSHIP IN WEST AFRICA

Based on the lessons learnt drawn from Phase-I and user recommendations on the videos, Phase-II focused on out-scaling the previous Project and consolidating the regional approach to address the common issue of youth unemployment. The **main objective** of the Project was to strengthen the capacities of youth in agripreneurship and create entrepreneurial opportunities for educated youth in agriculture.

To realize its objectives, the Project has: Provided technical support to enhance young viewers' access to the on-line videos and developed the architecture of a virtual platform that would provides instantaneous information to youth on technological solutions, helped them with problem solving, and offered advise on how to use the knowledge gained to build their own businesses.

### 2.1.2.2 ACHIEVEMENTS AND KEY RESULTS



The Project received 3254 applications for the trainings out of which 1600 youth met the criteria and were selected, 50% being females.

### 2.1.2.3 IMPLEMENTATION AND ACTIVITIES

To achieve its objectives, the Project undertook interventions under **three Components**:

#### PROJECT COMPONENT 1: Dissemination of Selected Technologies

The main focus of this component was to increase access to video lectures especially for young viewers. The aim was to utilize social media platforms and networks, such

as Facebook and Twitter, for outreach and communication.

#### PROJECT COMPONENT 2: Capacity Building on Youth Entrepreneurship

This component organized special national agripreneurship workshops in selected existing youth training centres in each country to build & strengthen the capacity and skills of youth in management and leadership. A regional workshop, which was organized in Dakar, Senegal, focused especially on encouraging young people to use ICT in the practice of agriculture and agro-businesses to access markets and collect and disseminate information. The workshop also raised the awareness of youth on agricultural opportunities to change their perceptions of agriculture as a 'dirty', 'low-paying' and 'demanding' business to a more positive perception of agriculture as a profession.

#### PROJECT COMPONENT 3: Virtual Platform

The final component of the Project was building the architecture of a virtual platform to be set up at the CORAF. The platform provided advisory services to help young people develop competencies and knowledge for job creation related to the identified technologies and to enabled them to invest in agribusiness. The platform is before linked with social media networks mostly used: Facebook, Youtube, and Twitter.

Notably, the virtual platform also functioned as a Call Center to provide counselling and advisory services to youth as well as instantaneous information on technological solutions and problem solving.

### 2.1.2.4 VALUE ADDITION

The Project improved the efforts of the previous phase by enhancing access to video lectures and establishing the architecture of a virtual platform that would provide knowledge flow

and advisory services to youth. Most notably, it introduced capacity and skill building efforts of youth in entrepreneurship. By introducing this component, the second Phase attempted to systematically look at entrepreneurship from a youth perspective. In other words, it strived to bear a youth-oriented approach to agripreneurship and agribusiness by building and capitalizing on youth's potential for consolidation of agricultural value chains.

### 2.1.3.1 PROJECT PHASE-III : PROMOTING YOUTH ENTREPRENEURSHIP THROUGH AGRICULTURE AND INNOVATION IN WEST AFRICA

With the success in the previous phases, the **main objective** of the third and last Project was to enhance entrepreneurial opportunities for educated youth in the agriculture sector in West Africa. To realize this objective, the Project aimed to developed skills and expertise of youth for creating entrepreneurial opportunities; as well as set up an adequate institutional environment for sharing agricultural knowledge, innovation, and technologies.

### 2.1.3.2 ACHIEVEMENTS AND KEY RESULTS

Phase III of the Project achieved the following key results:



1000 direct beneficiaries reached by the instant learning virtual platform;



122 youth received an online mentorship by 14 mentors who were selected to offer online mentorship to the mentees and development of a database on 27 mentors;



3254 youth included in a G-mailing list;



100,000 views through the web-channel; and



200 direct beneficiaries had access to internships, training, and job placements and 30,000 indirect beneficiaries.

### 2.1.3.3 IMPLEMENTATION AND ACTIVITIES

The Project activities were comprised of two main components as described below:

#### PROJECT COMPONENT 1: **Development of a Knowledge-Based hub on Agribusiness in the Existing Platform**

##### I. Establishing a Distant Learning Virtual Platform

This activity transformed the existing virtual platform (established through Phase-II) into a knowledge-based hub in agriculture to promote agricultural technologies & innovations and to offer a knowledge flow to youth (advisory services mentorship, online courses) to enhance their capacity regarding challenges of globalization and new market opportunities. The activity managed to reach to 1,000 direct beneficiaries.

##### II. Establishing an Online Mentorship Program

This activity aimed to develop agribusiness course curricula and set up an online mentoring program for young agripreneurs through the virtual knowledge-hub. The online mentorship program was launched through a validation workshop hosted in Dakar, Senegal, which delivered a three-day training for 20 mentees out of the 122 selected for mentorship in Phase-II. The online mentorship included online courses on key soft skills covering the following modules: starting up, adopting a value chain approach, and building and developing a business model.

##### III. Establishing a Web TV

The activity established a 24 hour-Web TV, which broadcasts and showcases success stories, to disseminate high impact agricultural technologies and innovations to a wider

audience of youth. The Web TV also offer live and interactive online debates on critical issues regarding opportunities for youth employment in agriculture. The activity managed to reach 100,000 views through the web-channel.

## PROJECT COMPONENT2: **Promotion of Youth Internship and Employment in the Private Agribusiness Sector**

This activity set up a digital platform within the existing virtual platform to enable youth to have greater access to opportunities for placements, jobs, internships, trainings and mentorships and to connect young talent with suitable jobs in agriculture and agribusiness. The activity assisted 200 direct and 30,000 indirect beneficiaries.

### 2.1.3.4 VALUE ADDITION

The last phase, utilizing ICTs as a time- and cost-effective tool, has managed to set up an overall institutional environment for sharing of agricultural knowledge for the broader goals of promoting youth entrepreneurship and consolidating agricultural value chains in the region.

More specifically, through the interactive virtual platform and online mentorship, the Project was able to meet knowledge needs of domestic agro-industry stakeholders, including youth, in agribusiness development. Providing instantaneous information in an interactive manner is crucial given that timely access to information and communication can allow young farmers to be aware of strains and opportunities in the market (increasing prices, the expansion and integration of food chain, etc.). The Project also developed a digital platform to enhance the access of young people to business development services and to connect them directly to placement, training, and internship opportunities in the sector.

In brief, based on the lessons learnt from the previous phases and utilizing ICTs, the Project developed a viable mechanism for introducing S&T into agriculture and, more broadly, for optimizing job creation in the sector as well as creating new incentives that would lead to increased youth engagement in agriculture.

## 2.2.2 POST-COMPLETION PROGRESS

As the Program has "living products", such as the Web TV and online mentorship platform, improvements have continued throughout and after the completion of the three phases. Since the start of the Project 3/Phase III, improvements have included, most notably:



The revamping of the NEYAT Program website;



The Web TV has gained further traction;



The NEYAT web platform has become more interactive allowing greater flexibility for interaction and engagement between users and website;



An initiative to create a website for disseminating information on organic food by-products has been created;



Two youth project-funding programs were published.

Finally, in addition to the activities undertaken by each component, the validation workshop hosted in Dakar under Phase III, has proved to be effective as attested by the rapid results it has produced. The below testimony is from one of the mentees who attended the Dakar validation workshop, it further exemplifies how trainees benefited from the NEYAT training:



### MENTEE TESTIMONY

**Familola Abimbola, Computer Scientist, Nigeria:**

"Participating in ICT for Agriculture Forum held in Dakar has enabled me to have good knowledge of recent advances on the use of technology in agribusiness... NEYAT platform motivated me to start a cassava agribusiness and also created in me passion to start a Masters degree research on Digital and Computational Agriculture through accelerating plant breeding and optimizing farming practices through high performance computing. I am currently working on digitalizing crop phenotypes to accelerate plant breeding and create digital technology that will improve agricultural practices and local agribusiness in developing countries. Participating in NEYAT Program has given me the opportunity to contribute positively to my community development in the area of crop cultivation. I have successfully trained 40 local farmers on how to achieve optimal and sustainable cultivation strategies."

## 2.2 IsDB- YOUTH EMPLOYMENT SUPPORT PROGRAM-EGYPT (YES-EGYPT)

### SUMMARY OF THE REVIEWED CASE

<b>Title of the Program</b>	Youth Employment Support Program YES-Egypt
<b>Location</b>	Poverty pockets and the least developed communities in the country, identified through the Needs Assessment Study.
<b>Duration</b>	5 years (2011-16)
<b>IsDB Financing</b>	\$ 52.88 million
<b>Objectives</b>	Create employment and self-employment opportunities in favour of potentially active young men and women to contribute to the socio-economic development of the country
<b>Target group(s)</b>	<ul style="list-style-type: none"> <li>- Unemployed Potentially Active Youth (Alumni of Universities and Vocational/ Professional Institution and Higher Institutes of Technology), both men and women.</li> <li>- Specifically, 80,000 Potentially-Active-Youth to benefit from market training and entrepreneurship programs.</li> </ul>
<b>Program Components &amp; Implementation</b>	<p><b>Component 1:</b> Lines of Financing Schemes to Survival Income Generating Activities and Micro, Small &amp; Medium Enterprises</p> <p><b>Component 2:</b> Capacity Building for Participating Financial Intermediaries</p> <p><b>Component 3:</b> Capacity Building for Training Providers</p> <p><b>Component 4:</b> Market Oriented Training &amp; Awareness Campaign</p>

The **Youth Employment Support Program (YES)**, aimed to help the Middle East and North Africa (MENA) region to reduce youth unemployment by fostering youth entrepreneurship. Targeting particularly higher education graduates, the Program, on the one hand, improved the ability of financial institutions and educators (including vocational education) to assist youth to build their capacity for creating micro and small to medium sized enterprises (MSEs), and, on the other hand, provides the required financing to these MSEs. The YES Program as a whole

has been approved for US\$250 million IsDB financing, covering four MCs: Egypt, Tunisia, Yemen, and Libya.

Being part of the broader YES, **YES-Egypt** aimed to contribute to the country's pressing needs of youth employment and self-employment and therefore, support the Egyptian economy to recover from its employment crisis. The Program was implemented through the Government of Egypt's Micro, Small and Medium Enterprise Development Agency (MSMEDA). The

disbursement plan of the Program was designed to cover 5 years. The IsDB financing for the Program included US\$ 52.00 million, covering Micro & Small Enterprise Venture Investment Program (MSE/VIP) as well as a Technical Assistance (TA) Grant.

## 2.2.1 OVERVIEW OF THE YES-EGYPT PROGRAM

The YES Egypt Program's **overarching objective** was to improve the livelihoods and quality of life of Unemployed Potentially Active Youth (UPAY), both men and women, to enable them to establish income generating activities and graduate from dependency to self-sufficiency. More specifically, YES Egypt aimed to:

- i. Bolster youth's technical skills and capacities through increasing their access to a mix of Micro & Small-to-Medium size Enterprise (MSEs) financial services; provide market oriented training and entrepreneurship facilities; and to provide networking opportunity with active private sector.
- ii. Increase young entrepreneurs' access to

Jobs creation were stratified based on MSE segments as follows:

### Incremental Job Creation by MSE Segments

	MSEs Developed	Avg. # of New Jobs Created per MSEs	Employment Opportunities
<b>MSEs</b>	11,000	3	33,000
<b>Small Enterprises</b>	2000	10	20,000
<b>Agricultural MSEs Projects</b>	22,000	3	33,000
<b>Total</b>	35,000	16	86,000

Islamic microfinance services through increasing the capacity of Partner Financial Institutions (PFI)'s and training providers by extending: a) MSEs lines of financing for promising rural and urban business activities; and b) capacity building programs for delivering youth oriented sustainable MSEs Islamic lending schemes.

### 2.2.1.1 ACHIEVEMENTS AND KEY RESULTS

For its 5 years of implementation, the Program targeted to achieve the following Key Results:



24,000 MSEs were created or developed;



86,000 employment opportunities were created;



150,000 potentially-active-youth benefited from Market Training and Entrepreneurship programs;



10 universities and professional schools acquired enhanced business development centres (BDC).



**THE YES-EGYPT PROGRAM'S OVERARCHING OBJECTIVE WAS TO IMPROVE THE LIVELIHOODS AND QUALITY OF LIFE OF UNEMPLOYED POTENTIALLY ACTIVE YOUTH**

Along with these key results, the Program recorded broader impact and benefits to:



**Government** by bolstering access to finance to MSEs and as such smoothing the negative impact of the economic slowdown.



**PFIs** by enhancing access to long-term funding, enabling new loans for existing profitable MSE, and diversifying portfolios away from retail and large corporates.



**MSEs** by increasing access to financing in difficult times and opportunities for refinancing of more MSE loans, as such increasing the survival chances for a greater number of MSEs until the rebound of the economic growth.

Overall, the Program provided benefits to the public at large by creating new job opportunities for the potentially active youth, in turn, contributing to poverty alleviation and the socio-economic development of the country.

### YES-Egypt Program Financing Scheme Stratification

Components	Targeted Strata	Outcome/ Rationale
<b>1. Micro &amp; Very Small Enterprises</b>	Survival income generating activities, unemployed alumni and prospective graduates of universities, vocational training and higher institutes of technology	Allow the unemployed active youth, including rural women and the landless, to diversify their incomes and generate additional employment and self-employment.
<b>2. Small Enterprises</b>	Creation of and support to small enterprises and small-scale local entrepreneurs	Increase business expansion, leading to new jobs, and greater innovation and competition as well as manufacturing output export of the country.
<b>3. MSEs Within Integrated Rural Value Chain</b>	Rural income generating activities, rural active youth, and on- and off-farming labour intensive activities	Identify and finance promising value chain activities, especially to support export oriented activities (e.g. date farming).

### 2.2.1.2 IMPLEMENTATION AND ACTIVITIES

#### PROJECT COMPONENT 1: **Financial Resources for Micro & Small Enterprises Established and Provided.**

This component established a Sharia compliant financing scheme in the form of Mudaraba Venture Capital Financing (MVCF) to provide financial resources for micro & small Enterprises in Egypt. Emphasis was put on enterprises operating in agriculture, services, small crafts & handicraft, and manufacturing & industry, and different phases of MSEs' production cycles (raw materials & equipment, working capital, and sales & marketing) were matched with an adequate Islamic Product.

A significant dimension of this component was its emphasis on inclusivity. To ensure that the Program catered to the needs of the different strata of unemployed youth, the component defined three main sub-lines. While ensuring that specific needs of each line is met, this stratification also enabled each sub-line to contribute to overall economic growth with a specific outcome, as described below:

## PROJECT COMPONENT 2: **Youth-Inclusive MSEs Financial Services Schemes, Management Systems, Procedures and Standards Designed and Operated in MFIs/Banks**

This component focused on capacity building (CB) for MSMEDA and its network of PFIs, MFIs, and NGOs. CB interventions covered (i) provision of consultancy services-studies & training to PFIs, NGOs, and MFIs, covering key issues such as the application of Islamic microfinance products and digital microfinance and (ii) acquisition of Management Information Systems (MIS) & special equipment (such as, Advanced Technology Microfinance Equipment and Software) to increase the efficiency of MFIs and beneficiaries and to ensure access for microfinance operations in remote areas (e.g. mobile phone microfinance).

## PROJECT COMPONENT 3: **Business & Market Youth Employment Opportunities and Networks with Active Private Sector Identified and Organized**

To boost youth small to medium entrepreneurship, this component (i) provided studies and training systems design; technical support for the higher institutes of technological studies; and (ii) established Business Development Centre Facilities (BDC) at the level of the Technical Educational Facilities (TEFs).

The BDCs served to help target beneficiaries to establish Microenterprises and Survival Income Generating Activities (SIGA). More specifically, BDCs (i) delivered counselling and mentoring assistance to micro-entrepreneurs in the preparation, establishment and launching of MSEs and SIGAs, and (ii) provided support for social mobilization of target beneficiaries through organizing self-help-groups, particularly for production and marketing cooperatives.

## PROJECT COMPONENT 4: **Market Oriented Training & Entrepreneurship Programs**

## **Established and Prepared in Training Institutions**

The final component included the provision of financial education, vocational training and counselling to help youth build sustainable products, mobilize their resources, acquire appropriate skills, tools, and affordable technologies, and broaden marketing opportunities through workshops and field visits in the sectors of agro-processing, manufacturing, transport, building materials, etc.

## 2.2.2 VALUE ADDITION

### **GREATER SOCIAL INCLUSION AND STABILITY**

Within the framework of the Program, PFIs sought to ensure that end borrowers are smaller SMEs, including new enterprises. By enhancing access to finance towards small to medium sized enterprises, the Program generated opportunities for wealth sharing in the country. From a social development perspective, by offering business and finance opportunities to youth-led small and medium enterprises and youth – rather than to larger and well connected enterprises that already have privileged access to resources— the Program contributed to the establishment of a greater sense of social inclusion and empowerment, especially among educated but unemployed youth, who have been calling for social equity, integration and productive lives.

### **ISLAMIC PRODUCTS FOR SUSTAINABLE PROSPERITY**

The YES program strived to formulate creative and new financing solutions to combat youth unemployment more effectively. To achieve this goal, YES Program introduced "Restricted Mudaraba"<sup>9</sup> mode of financing. This reflects the Bank's shift from traditional debt financing

<sup>9</sup> Under Islamic financial principals, mudarabah is an approach to investment built on a contractual relationship between two parties, wherein one (rubbalmal) supplies the capital and the other (mudarib) manages the investment, serving as a trustee of the rubbalmal's investment.

to a venture investment model and “Doing Business with the Poor”. More specifically, by introducing Islamic finance products and the Mudarabah approach, the Program enabled the IsDB to co-invest in Egypt’s youth population rather than imposing additional debt on the Government. This new approach, where the Government of Egypt shares profits from the loans, not only gave the Government of Egypt additional economic power to provide start-up loans to entrepreneurial youth, it also allowed the Government to ensure the sustainability of lending to MSEs and hence continue job creation over the long haul.

#### **FINANCIAL SERVICES STRENGTHENED THROUGH NON-FINANCIAL SERVICES**

The YES Program couples its financial services with non-financial services. It delivers non-

financial services directly to youth –such as, financial education, vocational training, networking opportunities and counselling delivered to youth to help them build sustainable products, mobilize their resources, acquire appropriate skills. non-financial services was also provided to national institutions to support the establishment of entrepreneurship facilities/incubators and improve the ability of Financial Institutions and educators to enhance youth’s capacity for creating MSEs. This coupling enabled the YES Program to improve effectiveness of financial services for youth economic empowerment. Consequently the capacities of both national institutions and young women and men to develop sustainable income-generating activities and increasing.



## 2.3 EMPOWERMENT OF POOR MUSLIM WOMEN AND ADOLESCENT GIRLS THROUGH VOCATIONAL SKILLS TRAINING IN ACHA MOMO DIVISION, NORTH WEST REGION OF CAMEROON

### SUMMARY OF THE REVIEWED CASE

<b>Title of the Project</b>	Empowerment of Poor Muslim Women and Adolescent Girls Through Vocational Skills Training in Acha Momo Division, North West Region of Cameroon
<b>Location</b>	Acha Momo Division, North West Region of Cameroon
<b>Duration</b>	12 months –August 2018- August 2019
<b>IsDB Financing</b>	\$60,000
<b>Objectives</b>	Promoting young women's economic and social empowerment and raising community awareness on women's rights
<b>Target group(s)</b>	Low income, rural Muslim women (aged 18 and above); namely: <ul style="list-style-type: none"> <li>- <b>25 female</b> as direct beneficiaries</li> <li>- <b>Over 300 families</b> as indirect beneficiaries</li> </ul>
<b>Project Outcomes</b>	<p><b>Outcome 1:</b> Communities and stakeholders support young women's economic empowerment in the community of Acha.</p> <p><b>Outcome 2:</b> Increased self-confidence, reduced dependency, and improved relations with private sector and government skill training institutions.</p> <p><b>Outcome 3:</b> Increased community awareness on social issues impacting women's and girls' ability to participate equally in social and cultural life.</p>

The Project, "Empowerment of Poor Muslim Women and Adolescent Girls Through Vocational Skills Training in Acha Momo Division, North West Region of Cameroon", is implemented by the Cameroon Women Association for Nation Building (CWANB), the Project targets three localities in Acha, which have a Muslim population of approximately 85% and are marked by high prevalence of Harmful Practices (HPs) against women high levels of female illiteracy and school drop out before completion of primary education.

### 2.3.1 OVERVIEW OF THE CASE

The Project's **main objective** is social and economic empowerment of low income, rural Muslim women (aged 18 and above), especially those that are married, widowed, and disabled

and heads of household, through training them for business and livelihoods skills and raising community awareness against HPs, specifically early and forced marriages and Female Genital Mutilation. To deliver this objective, the Project identified **three main outcomes**:

**OUTCOME 1:** Communities and stakeholders support women's economic empowerment in the community of Acha. For this outcome, the Project established a Tailoring and Embroidery Centre, which provided a six-month tailoring & embroidery vocational training, as well as starter kits, to the beneficiaries, complemented by educational trips to various companies for exposure to the tailoring industry.

**OUTCOME 2:** Increased self-confidence, voice and agency of the participants, and improved

relations with private and government skill training institutions. This outcome, coupled Vocational Training with courses on business, marketing and negotiation skills and equipping trainees with self-employment and employability skills. To ensure that the training would lead to self-sufficiency and sustainable sources of income, the Project offered beneficiaries technical support for starting businesses and placements and employment support by partnering with other training centres as well as local tailoring and training institutes and garments distributors.

OUTCOME 3: Increased community awareness on social issues impacting women's and girls' ability to participate equally in social and cultural life. To raise community awareness, the Project carried out community consultations on HPs and awareness sessions with influential male community figures by using the "In Her Shoes" methodology (IHS).<sup>10</sup> IHS aims to educate communities, most especially men and boys, on the realities of women experiencing violence, enabling men to 'walk in the shoes' of a woman who is experiencing gender-based violence. The aim, however, was not only to raise awareness among boys and men but also analyse the capacities to assist women experiencing violence and encourage them to actively think of ways they can do to prevent gender-based violence.<sup>11</sup> Furthermore, drama, poems, and sports were used to raise awareness on HPs.

### 2.3.1.1 ACHIEVEMENTS AND KEY RESULTS

The Program has targeted **25 females** to directly benefit from Project outcomes. Moreover, over **300 family members** benefited from the Project outcomes indirectly.

The Program assisted tailoring and garments distributors, who benefited benefit from the apprenticeship services provided by

women to create a win-win scenario, where distributors would be matched to skilled workforce while women would have access to work and to distributors. The Program, additionally, documented document lessons learnt, good practices, and human success stories; therefore, building a knowledge forum of "working solutions" that can be tapped into by stakeholders seeking to support low income young women and girls, both socially and economically, in similar country settings.

## 2.3.2 VALUE ADDITION

### "IN HER SHOES APPROACH": FIGHTING STIGMAS

As in many other aspects of life, skill building and training are also afflicted by gender inequalities. Social stigmas around female education and employment as well as the persistence of HPs against women, such as early and forced marriages, continue to exclude women in many MCs from education and employment opportunities, in turn keeping them in poverty traps. To bridge the gender gap in skills development —more broadly, to help women graduate from poverty— increasing the numbers on training courses opened or placement services offered, while necessary, are not sufficient. Rather, to bring the desired equality outcomes, such efforts must be coupled with social interventions aiming to address behavioral change around gender-based stigmas with a focus on men and boys. By providing training and apprenticeship services coupled with awareness components through adopting the IHS, methodology the Project provided a stark example on how to engage and mobilize communities and youth, especially boys and men, for women's empowerment. This approach which is necessary to produce and sustain improved gender equality results and promote greater social cohesion and equity in the communities.

<sup>10</sup> <http://raisingvoices.org/innovation/creating-methodologies/in-her-shoes/>

<sup>11</sup> Originally developed by the Washington State Coalition on Domestic Violence in 2000, IHS was adapted as a Toolkit for the sub-Saharan African context in 2011.

## 2.4 EMPOWERMENT OF RURAL WOMEN OF AMEZMIZ COMMUNITY THROUGH THE VALORISATION OF LOCAL PRODUCTS (OLIVES AND HONEY)

### SUMMARY OF THE REVIEWED CASE

<b>Title of the Project</b>	Empowerment of Rural Women of Amezmiz Community through the Valorisation of Local Products (Olives and Honey)
<b>Location</b>	Mountainous areas of Amezmiz Community in Morocco.
<b>Duration</b>	24 months – September 2018-September 2020
<b>IsDB Financing</b>	\$100,000
<b>Objectives</b>	Contribute to economic and social empowerment of rural women in Morocco's remote mountainous regions
<b>Target group(s)</b>	Poverty stricken rural women and girls in Amezmiz; namely: <ul style="list-style-type: none"> <li>- <b>50 as direct beneficiaries young girls and women</b> (aged 18-50)</li> <li>- Over <b>250 women</b> indirect beneficiaries</li> </ul>
<b>Project Outcomes</b>	<p><b>Outcome 1:</b> Strengthen the capacity of young rural women for production and management of local products</p> <p><b>Outcome 2:</b> Organize poor young rural women to advocate for their economic and social engagement in their community</p>

The “Empowerment of Rural Women of Amezmiz Community through the Valorisation of Local Products (Olives and Honey)” targeted mountainous areas of Amezmiz that are marked by very high female illiteracy and school drop-out rates, and low access of women and girls to resources, land, credit, education and market. It was implemented by the Association Assid pour le Développement Durable (ASSID).

### 2.4.1 OVERVIEW OF THE PROJECT

The Project **aims** to enhance the economic activities of poverty-stricken rural women and young girls aged (18 and above), who have dropped out of school in Amezmiz, Morocco and enables them to become economic agents.

To realize this goal, the Project identified two main outcomes:

**OUTCOME 1:** Strengthen the capacity of young rural women for production and management of local products by developing a Production Cooperative and Amezmiz Trademark, and equipping them with production, business, and marketing skills; and

**OUTCOME 2:** Enable organization of poor young rural women to advocate for their economic and social engagement in their community by building a safe space for women to voice concerns and needs and raising community awareness on women's rights.

#### 2.4.1.1 ACHIEVEMENTS AND KEY RESULTS

The Project directly benefited 50 female trainees selected from families of the rural poor, that were

already engaged in agricultural activity and had basic knowledge of processing local products. 250 young women would indirectly benefited from the Project outcomes and activities through part time jobs during the harvest period.

The Project, moreover, set up a knowledge management system to identify lessons learnt from previous similar projects and programs in olives and beekeeping, and produced important knowledge products to disseminate information regarding:

- Organising community groups into sustainable modern cooperatives;
- The process of elaborating new products from olives and honey;
- Techniques and good practices in marketing, merchandizing and commercialisation; and
- Establishing a model of women-centred sustainable agriculture development in mountainous areas.

#### 2.4.1.2 IMPLEMENTATION AND ACTIVITIES

The Project identified **two main outcomes**, with associated **outputs** and **activities**, to be undertaken in **two phases** during the 24 months implementation period.

**Phase-I**, which covered a 12 month period, focused on establishing the production cooperative and building women's capacities in manufacturing, processing, and marketing of products. The cooperative specialized in the production and marketing of olive oil and canned olives and honey derivatives. ASSID trained 50 rural female trainees in food production, processing and marketing over four 5-day training sessions. Of the 50 women, 30 received two 5-day trainings on financial and administrative management skills, who were expected to train at least one other person in the group, to ensure the sustainability of the cooperative. Finally, Phase-I facilitated the

establishment of the Amez Miz local product trademark to ensure that the marketing extended beyond the local markets. ASSID supported beneficiaries to gain ownership of their brand, to be aware of its importance, and to understand the efforts that must be taken to protect the image and credibility of the brand. Moreover, it ensured that the production and final product met national safety and hygiene standards.

**Phase II**, The second Phase of the project focused on raising community awareness on women empowerment concepts and enabled women to find a safe space to build social and business networks. Poor young rural women effectively organised to advocate for their economic and social engagement in the community. Furthermore this phase also focused on carrying out activities related to community engagement for the social empowerment of women, which included on the one hand, informal dialogue and awareness sessions, especially targeting men and youth, to promote women's empowerment concepts, such as economic and social inclusion and gender equality. On the other hand, the Project shaped the cooperative as a safe space to facilitate women's engagement with their community and contributed peer-to-peer support and network.

## 2.4.2 VALUE ADDITION

### ENTRY TO HIGH-VALUE ADDED CHAINS

Women face unique bottlenecks as they struggle to get out of poverty traps and move upwards in value chains compared to their male counterparts. They are met with greater economic challenges, less opportunities for skill building, and social stigmas. The Project provided a good example on how to assist young women to move up the value chains by combining economic interventions and training with interventions that attend to social elements and constrains/barriers that impede women's full potential as economic actors.

Through its training component, the Project equipped women, who had limited education and production knowledge, with high-value added skills enabling them to improve the value of their products and translate their production into greater income generation. Importantly, training activities were supplemented with the establishment of a trademark and cooperative development to ensure that new skills could be materialized into increased livelihood. The trademark and cooperative enabled women to market their products beyond the local markets,

increased their access to productive agricultural resources and buyers (hotels, shopping centres, etc), and provided hand-holding services in adoption of high value tasks such as branding, processing, and marketing. Moreover, while addressing market and skills constraints, the Project also involved social interventions to address broader gender-based constraints by engaging the community through awareness raising and opening up a safe space for women to express their needs and build support networks.



## 2.5 EMPOWERMENT OF 100 ORPHANS IN APICULTURE THE REGION OF IZMIR

### SUMMARY OF THE REVIEWED CASE

<b>Title of the Project</b>	Empowerment of 100 Orphans in Apiculture in The Region of Izmir
<b>Location</b>	Izmir, Turkey.
<b>Duration</b>	12 months – March 2017-March 2018
<b>IsDB Financing</b>	\$50,000
<b>Objectives</b>	Enhance vocational, entrepreneurial, and business skills of young female orphans living in the city of Izmir.
<b>Target group(s)</b>	<b>100</b> female orphans aged 18-25
<b>Project Outcomes</b>	<ul style="list-style-type: none"> <li>– Enhanced vocational and entrepreneurial skills of targeted beneficiaries</li> <li>– Entrepreneurial network established</li> </ul>

The Empowerment of 100 Orphans in Apiculture in The Region of Izmir aimed to empower young female orphans through equipping them with employability and entrepreneurial skills, and in turn contribute to the establishment of a healthier society that supports its vulnerable populations. Direct implementation of the project is by Izmir Sivil Toplum Orgutleri Platformu (ISTOP).

### 2.5.1 OVERVIEW OF THE PROJECT

The objective of the Project was to enhance vocational, entrepreneurial, and business skills of young female orphans aged (18-25), living in the city of Izmir, enabling their economic empowerment and social integration. To realize these objectives, the Project:

- (i) Provided vocational training to unemployed young female orphans; and
- (ii) Facilitated the building of an entrepreneurial network that would bring together like-minded participants, as well as enhanced cooperation and rapport between young communities, the civil society, and the local authorities.

#### 2.5.1.1 ACHIEVEMENTS AND KEY RESULTS



The enrollment of **100 young** unemployed female orphans, resulting in the enhancement of their overall personal development, their Apiculture capacity and entrepreneurial skills.



**THE PROJECT AIMED TO EMPOWER YOUNG FEMALE ORPHANS THROUGH EQUIPPING THEM WITH EMPLOYABILITY AND ENTREPRENEURIAL SKILLS**



### 2.5.1.2 IMPLEMENTATION AND ACTIVITIES

To enhance the skills of beneficiaries, the Project delivered training in seven main areas as detailed below:

#### 1. Apiculture, queen bee and organic honey production

This module included three months of theoretical and seven months of practical training on apiculture, queen bee, and organic honey production. It also included workshops, technical visits and internships placements. Importantly, post-training, based on an exam, beneficiaries received a certificate and were recorded as apiarists.

#### 2. Entrepreneurship

The trainees received two months of theoretical and practical entrepreneurship training in this module that equipped them with a thorough understanding of what entrepreneurship means and what a successful enterprise requires both in terms of business acumen and mind-set and attitudes.

#### 3. Business establishment and management

The module, for the duration of one month, covered key information on how to set up and manage a business, including provision of financial resources, project design, planning and management, preparation of a business plan, general accountancy, and legal frameworks.

#### 4. Communication

This theoretical module was one month long, and aimed to build communication skills, in core areas such as the art of oratory, communication skills, conflict management, corporate public relations, and stress & time management, etc.

#### 5. Marketing

This training, delivered for three months, covered fundamental information on marketing, such as consumer behaviour, marketing information system & marketing research, and marketing segmentation.

### 6. Occupational health & safety

This module offered theoretical operational health & safety training for a month, which introduced information on labour legislation, legal rights & responsibilities of employees, legal results of occupational accident & illness, and causes of occupational illnesses.

#### 7. Food & safety

Finally, the food & safety training was provided to the trainees for a period of one month and delivered information on safety and hygiene for food sector workers, HACCP/ISO 22000 introduction, and workplace hygiene training.

## 2.5.2 VALUE ADDITION

### A FOCUS ON THE MOST VULNERABLE

Addressing youth unemployment, and more broadly empowering youth, requires efforts focused on youth segments with particularly limited access to economic and educational opportunities. The Project addressed the needs of an especially vulnerable category of youth, who from the start of their lives have been deprived not only of economic capital but also social support and security, and are, therefore, at a pronounced risk of staying behind as they seek employment and income generation opportunities.

By focusing on vocational skill building and entrepreneurial training of female orphans, the Project provided a new window of opportunity for young orphaned females to become self-sufficient adults and step out of multidimensional traps of poverty and inequalities. By equipping trainees with employability skills and accrediting and recording them as apiarists, the Project enabled them to find gainful employment opportunities and establish enterprises for self-employment. Moreover, it facilitated the establishment of an entrepreneurial network and developed a good rapport between youth, civil society, and local authorities, which provided these vulnerable young females with a social safety network, while fostering and maintaining their aspiration to improve their lives.

## 2.6. IMPROVING EMPLOYABILITY OF KYRGYZSTANI YOUTH

### SUMMARY OF THE REVIEWED CASE

<b>Title of the Project</b>	Improving Employability of Kyrgyzstani Youth
<b>Location</b>	Bishkek new settlements, Kara-Balta, Osh Region and Jalal-Abad Region, Kyrgyzstan
<b>Duration</b>	12 months, 2014 - 2015
<b>IsDB Financing</b>	\$50,000
<b>Objective</b>	Improve the employability and livelihoods of youth in Kyrgyzstan to contribute to the reduction of youth unemployment.
<b>Target group(s)</b>	<ul style="list-style-type: none"> <li>- <b>80 youth</b> targeted for training</li> <li>- <b>10 trainees</b> targeted to be awarded vouchers</li> </ul>
<b>Project Activities</b>	<ul style="list-style-type: none"> <li>- Provide life skills and leadership training courses to participants</li> <li>- Award select trainees with start-up vouchers</li> </ul>

“Improving employability of Kyrgyzstani Youth” was a partnership initiative between IsDB and International Youth Foundation (IYF). The Project aimed to enhance economic opportunities for youth in Kyrgyzstan and reduce youth unemployment. The project has built on lessons learnt and results of Jasa.kg (2011), a previous work force development program—funded by USAID and implemented

by IYF—which managed to train almost 4,000 youth. The Project aimed to expand economic empowerment efforts of Jasa.kg to a greater number of youth. It was implemented by IYF in collaboration with InStream Public Foundation (Instream).

### 2.6.1 OVERVIEW OF THE PROJECT

The **primary objective** of the Project was to equip youth with both “business leadership” skills and “life skills” to enhance their employability and improve their career by:

- (i) Delivering a two-month business leadership course and a two-month life skills training course to trainees; and
- (ii) Awarding select trainees with vouchers, in the form of equipment, and matched them with mentors to help them establish start-up businesses.



**THE PROJECT AIMED TO ENHANCE ECONOMIC OPPORTUNITIES FOR YOUTH IN KYRGYZSTAN AND REDUCE YOUTH UNEMPLOYMENT.**



The Project also linked its trainees to broader Jasa.kg activities such as youth volunteerism clubs, community service projects to enhance their civic engagement as well as youth entrepreneurship clubs and additional life skills and entrepreneurship trainings.

### 2.6.1.1 ACHIEVEMENTS AND KEY RESULTS

**80 youth were trained** in basic business and management skills and essential life skills practices; **and 10 young people** received start-up vouchers. This resulted in the enhancement of their overall personal development, as well as life skills and leadership skills development

### 2.6.1.2 IMPLEMENTATION AND ACTIVITIES

The business leadership and life skills courses were delivered in three areas, four times a week for four to six hours, as described below:

The participants for the training courses were selected from the targeted areas. InStream has been working with; namely: Bishkek new settlements, Kara-Balta, Osh Region and Jalal-Abad Region. Recruitment of participants was done through on-line (posting Internet announcements) and off-line calls (placing posters in schools, universities, public areas and partners' offices) and selection was based on an e-learning exam as well as interviews.

**(1) Business leadership course:** This course covered basic conceptual elements such as defining entrepreneurship, steps involved in starting a business and those necessary to successfully maintain a business. Trainings utilized a Business Incubator approach (i.e. an approach that combines training with practical skills) and peer-to-peer interactive training methodologies. Youth were exposed to real-life examples of the concepts addressed in the training and best innovative business and leadership practices through engagement of local business leaders.

**(2) Life skills training course:** The course aimed to enhance youth's ability to adapt to a

changing employment market and increase their professionalism. Such skills included preparing documents for employment (i.e. resume, letter of interest, etc.), effective methods for interviewing and communication, and a knowledge on labour rights (lobby for interests, where to contact in case of infringement, how to solve conflicts by peaceful means, etc.).

**(3) Business plan competition:** Trainings also included business plan development. Based on the quality of plans in terms of market research, comprehensive financing and marketing strategies, and overall likelihood of success, developed under the Project, 10 trainees were selected to receive start-up vouchers, in the form of equipment, and had the opportunity to develop their businesses.

## 2.6.2 VALUE ADDITION

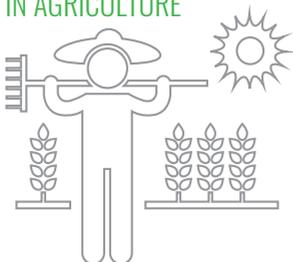
It is now widely recognized that youth unemployment is not only driven by scarcity of jobs, but also by the skill gap/mismatch between educational inputs and market expectations and needs. It has also been well documented that the skills gap is not caused only by the shortage of science, technology, engineering, and maths (STEM) skills or domain knowledge, but also by a shortage of soft or life skills (also called emotional intelligence). To be employable, individuals must possess not only good domain knowledge but also employability skills, such as self-motivation, responsibility, entrepreneurialism, critical thinking, communication, and leadership, which enable them to carry out tasks to the best of their ability. The Project presents a timely example on how to equip young people with life and employability skills necessary to find and keep a job in today's markets. It also presents a long-term response, given that tomorrow's jobs and markets are foreseen to make employability and adaptation skills more, important in a global economic context marked increasingly by tech disruption, evolving nature of work itself, and sudden and constant changes in production.

## 2.7 SCALING UP ENTREPRENEURSHIP, BUSINESS AND LIFE SKILLS TRAINING AMONG THE YOUTH OF KABALE DISTRICT, KIGEZI REGION, UGANDA

### SUMMARY OF THE REVIEWED CASE

<b>Title of the Project</b>	Scaling up Entrepreneurship, Business and Life Skills Training Among the Youth of Kabale District, Kigezi Region, Uganda
<b>Location</b>	Kitumba, Kamuganguzi, Rubaya, Butanda, Katuna and Ryakarimira counties of Kabale District, Kigezi Region, Uganda.
<b>Duration</b>	12 months – August 2018- August 2019
<b>IsDB Financing</b>	\$99,858
<b>Objectives</b>	Boost employment opportunities for educated rural youth in agribusinesses and farming and improve agricultural value chain
<b>Target group(s)</b>	Unemployed out-of-school youth struggling for economic empowerment and in need of employment; namely: <b>300 youth</b> (200 male and 100 female)
<b>Project Outcomes</b>	<b>Outcome 1:</b> Improved entrepreneurship knowledge, skills and practices among youth <b>Outcome 2:</b> Increased access to resources and information for youth involved in farming and agri-business

“ THIS PROJECT TARGETED OUT-OF-SCHOOL YOUTH STRUGGLING FOR ECONOMIC EMPOWERMENT BY RAISING AWARENESS ON THE ROLE OF YOUTH AND EDUCATION IN AGRICULTURE



“Scaling up Entrepreneurship, Business and Life skills Training among the Youth of Kabale District, Kigezi region, Uganda” is a commercial agricultural and market oriented entrepreneurial skills Project, pursuing the goal of youth economic empowerment. Directly implemented by “Kigezi Action for Development” (KAD), the Project covered six sub-counties in the Kigezi region; namely: Kitumba, Kamuganguzi, Rubaya, Butanda, Katuna and Ryakarimira. Each selected community had existing farmer associations, which helped the Project by functioning as platforms for youth to engage in agri-business and for the delivery of trainings and planting materials.

## 2.7.1 OVERVIEW OF THE PROJECT AND KEY RESULTS

The Project's **broad objective** was to boost gainful youth employment in agribusinesses and farming, targeting especially rural youth (20–35 years), who have a higher education degree but remained unemployed.

To realize this objective, the Project identified **two main outcomes**:

- (i) Improved entrepreneurship knowledge, skills and practices among youth by providing training to educated rural youth in commercial agricultural skills, modern farming practices, and soft skills such as management, entrepreneurship, and essential life skills; and
- (ii) Increased access to resources and information for youth involved in farming and agri-business by raising awareness among youth on promising agricultural opportunities and among communities on the contributions youth can bring to the sector.

Through, these outcomes, the Project facilitated and enabled youth to leverage their education to engage in agri-businesses, and in turn, create gainful job opportunities and improve agricultural value chains.

The main components of the projects was to provide training in agriculture, commercial farming management, agri-business entrepreneurship and business management skills, through class and coaching sessions for 300 youth; form and strengthen six youth farmer groups/programmes within the existing farmer associations; support youth and other farmers to participate in Agriculture trade shows; and create a platform for youth farmers

to share experiences, initially through quarterly learning events/conversations. Some of the main activities that supported the project components included, mapping of eligible participants and existing sector resources for each sub-county, organizing exchange visits to model entrepreneurs and private sector actors, distributing relevant agricultural planting materials, farming equipment and inputs, forming and strengthening youth farmer groups/programs within the existing farmers' associations, mobilizing and support extension workers to reach youth farmers, supporting youth and other farmers to participate in agriculture trade shows and connect them to marketing opportunities, and creating a platform for youth farmers to share their experiences, through quarterly learning events/conversations.

These activities were especially relevant to reawaken and stimulate youth involvement in agricultural development. Therefore, the project outputs, outcomes, and results were overall successfully implemented in the project districts. Findings indicated that 29% of the youth that benefited from the project are engaged in entrepreneurship and had trading licenses issued by the sub county and trading records kept at the youth's business premises. Results also indicate that at least 59 youths, nine of which were females, started their business following support from the project. Individual discussions with some of the youth that started their businesses following the intervention of the project revealed that they were motivated by the training they received. Furthermore, up to 16 youth engaged in commercial agriculture. Most of the youth reported to be growing high value crops, such as onions, beet root and passion fruits, primarily sold for cash. Additionally, 36% of the youth had participated in farmer exchange visits.

***"I was part of the group of youth that were selected from Kitumba sub county to go and visit farms of our fellow youth with whom we had trained coming from Kamuganguzi sub county. It was a hectic day spent in the field. We learnt a lot. We were able to criticize and advise each other as friends. More importantly, we were able to see how persons given the same resources and inputs can get much harvest while others almost get nothing."***



**THE PROJECT'S BROAD OBJECTIVE WAS TO BOOST GAINFUL YOUTH EMPLOYMENT IN AGRIBUSINESSES AND FARMING, TARGETING ESPECIALLY RURAL YOUTH (20-35 YEARS), WHO HAVE A HIGHER EDUCATION DEGREE BUT REMAINED UNEMPLOYED.**



Following the mobilization and training of youth by the project, the youth made a petition containing eleven (11) issues which were meant to be addressed by the district local government. The government has addressed two of the 11 issues presented by the youth namely: 1) Deliberate visits to youth owned farms during extension; and 2) Ensure that a third of the beneficiaries of Operation Wealth Creation are youth.

## 2.7.2 VALUE ADDITION

The Project made a unique contribution to the efforts for reducing youth under- and unemployment by focusing mainly on educated youth and identifying tailored solutions that would insert them into the agricultural value chain. More specifically, it identified specific paths that facilitated the integration of young people, who return from colleges to their villages without employment or crowded cities in quest of professional jobs, to the agricultural employment. These paths included: combining youth's higher education with sector-relevant information and knowledge, youth's capacity building for entrepreneurial and management skills, and establishing relationships between youth, established farmers, and the community at large to advocate youth and education as valuable assets to the sector with a pivotal role to play. Importantly, this last aspect of the Project also created an opportunity for youth to showcase their contributions to the sector and their communities, in turn opening up greater space for participation in decision-making processes.





📍 8111 King Khalid St.  
Al Nuzlah Al Yamania Dist.  
Unit No. 1 Jeddah 22332-2444  
Kingdom of Saudi Arabia

📞 (+966-12) 636 1400  
☎ (+966-12) 636 6871  
🌐 [www.isdb.org](http://www.isdb.org)

Women & Youth Empowerment Division  
Resilience & Social Development Department  
✉ [WYE@isdb.org](mailto:WYE@isdb.org)