



**UNITED NATIONS
INDUSTRIAL DEVELOPMENT
ORGANIZATION**



YEN



UNOWA

Best Practices, Policy Environment, Tools, and Methodologies for Youth Employment in West Africa

January 2007

Contents

I. Introduction

II. Challenges to youth employment in West Africa

- a. Unemployment and underemployment
- b. Demographics and migration
- c. Education and training
- d. Conflict and post-conflict issues
- e. Labour market information

III. Addressing the challenges: comprehensive policy initiatives

- a. National poverty reduction strategies
- b. Budget and inclusion of youth employment in PRSPs
- c. National employment policies
- d. National Action Plans on youth employment
- e. Other national initiatives

IV. Labour demand

- a. Labour intensive infrastructure projects
- b. Productivity, investment and trade
- c. Entrepreneurship development
- d. Microfinance

V. Labour supply – enhancing employability

- a. Formal primary and secondary education
- b. Technical and vocational education
- c. Tertiary education
- d. Entrepreneurship education
- e. Labour market services

Appendices

Appendix I: Good Practices in labour supply and labour demand interventions for youth employment

Appendix II: Project Summaries

Appendix III: Youth Employment Worksheets for Policy and Programme Review

I. Introduction

The West African sub-region includes sixteen countries¹ with diverse histories, peoples and cultures. Nonetheless, these nations face common socio-economic and political issues aggravated by continuing conflicts that thwart concerted development efforts. The impaired development has a particular importance for the youth of these countries, as they represent a high proportion of the population. Delayed development deprives youth of economic security, which can result in becoming protagonists in conflict rather than a mainstay of the effort to build a peaceful and prosperous future.

As the UN Secretary-General Kofi Annan has said, youth employment offers “the most obvious bridge between the development and the security agenda embodied in the Millennium Declaration.” At present, therefore, youth employment represents one of the greatest challenges to advancement for many countries, and risks propelling countries into instability. While the accumulation of conflict factors push young people into vicious cycles of poverty and social exclusion, it is also true that youth frequently emerge as important social actors in crises.

Yet, “creating jobs for youth is not enough. Across the planet, youth are not only finding it difficult if not impossible to find jobs, but also they cannot find decent jobs. We are facing not only an economic challenge, but a security challenge of monumental proportions” as noted by Juan Somavia, Director-General of ILO.

A poor economic and social environment fosters conditions in which youth are recruited or forced into armed conflict. The issue of youth employment and conflict is therefore not just a national concern but a major regional and international issue. Societies emerging from conflict need to reconstruct both socially and economically; As stated by Kandeh Yumkella, Director-General of UNIDO “funds invested today in industrial development that generate sustained productivity growth and employment, especially for disaffected groups including youth, can help reduce poverty and disease and prevent economic, social and humanitarian disasters in the future.”

This working paper is a response to one of the main recommendations of a Ministerial Breakfast Roundtable Meeting that was hosted by the UNIDO Director-General at the Economic and Social Council (ECOSOC) High Level Segment in Geneva, on 4 July 2006. In light of the urgent need to address youth employment in West Africa, this region has been selected as a first priority area.

It ties into the efforts of the three United Nations Country Teams (UNCTs) of the Mano River Union (Sierra Leone, Liberia, Guinea) plus Côte d’Ivoire, which mandated UNIDO to conduct a study on priority areas as well as the establishment of a funding mechanism for the promotion of productive work for youth in the four countries.

¹ Benin, Burkina Faso, Cape Verde, Cote d’Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Togo

Catalyzed by the report of the United Nations Office in West Africa (UNOWA) “Youth Unemployment and Political Instability,” the Working Paper is therefore an initial response by the partners sponsoring it to address and evaluate, in a concerted effort, the multifaceted issue of youth employment. The Secretary General’s Youth Employment Network’s newly established office in West Africa, with the support of governments and UNIDO, prepared this Working paper as part of a mapping exercise of best practices with the purpose of identifying lessons learned in youth employment policies and programmes.

The paper, seeks to provide a review of youth employment policy interventions, poverty reduction strategy papers (PRSPs) and other national development plans. On the programmatic side, the working paper examines different programmes, the information on which has been collected through a combination of surveys and interviews, and offers an analysis of initiatives to enhance labour demand (employment creation and entrepreneurship) and labour supply (employability).²

The division of the paper into sections offers the opportunity to treat the individual aspects of the youth employment effort in a focused manner. Section II introduces the issue of youth employment and underemployment in the economic and social perspective of West Africa. Section III examines the range of national strategies adopted in various countries in West Africa to tackle youth employment issues, and offers some tentative conclusions regarding government progress via the PRSPs or National Action Plans on Youth Employment (NAPs).

The final two sections review operational aspects in order to distil some best practice criteria. Section IV describes programmes in employment including immediate and sustainable job creation, private sector contributions to youth employment, as well as microfinance options geared toward young people for enterprise development. The cases examined corroborate the growing use of labour intensive infrastructure projects, increased trade and productivity services and a reduction in government-directed interventions.

Human capital focused programmes that address education; vocational training and labour market services are discussed in Section V, including the growth of Public-Private Partnerships (PPP), and the labour needs of the modern knowledge economy.

The hope is that the conclusions drawn will augment the stakeholders’ dialogue on youth employment in the sub-region, and will serve them well in orienting future policy and program interventions. The overriding message of this paper can be summarized in the following points. There is an urgent need to: 1) reiterate the seriousness and scale of the youth employment challenge in West Africa, 2) discuss some of the measures which stakeholders are undertaking to resolve this challenge, 3) distil some good and bad practices from the programmes as have been observed and 4) provide a vehicle for vigorous discussion between practitioners at the Working Group’s meeting.

² This serves to complement the “Global Inventory of Interventions to Support Young Workers”, conducted by the World Bank under the auspices of the YEN. Relevant programmes from the Global Inventory have been included in this Working Paper. The inventory and regional synthesis reports will be available in 2007.

Methodology and Main Findings

The present paper on Youth Employment initiatives in West Africa is a first step in a committed interagency response to the challenge of youth employment. The end-goal of the paper is to conduct a mapping exercise to identify good practice and lessons learned of “what has worked and what has not worked and why” that will serve as a guide to future programming endeavours.

The document contains a situational analysis, a policy review, and an examination of programmes designed to enhance, in quantitative or qualitative terms, labour demand and labour supply. Specifically, the paper explores programmes targeting industry, trade, energy, ICT, education and vocational training and labour market services.

The analysis used the following method:

- Desk review of poverty reduction strategy papers (PRSPs), national employment policy and national action plans.
- A tailored questionnaire was distributed electronically to over 120 stakeholders such as governments, UN agencies, NGOs, and the private sector to collect and assess interventions targeting youth employment.³
- A review of the country strategy documents of major donor organizations.
- In person and telephone interviews with diverse stakeholder groups active in the sector.

The goal of the desk review was to classify the literature on projects and initiatives along the three broad categories of the UNIDO/YEN/UNOWA paper, mainly overall support measures, labour supply side and labour demand side initiatives. In terms of Government policies and initiatives for youth employment, each nation’s poverty reduction strategy papers (PRSPs), PRSP annual progress reports, and National Action Plans on Youth Employment (where available) were reviewed to categorize each West African nation on the level of their commitment to targeting youth employment and the type of policies undertaken to meet those targets. Section III of the working paper is largely based on this review of PRSPs and NAPs for Youth Employment.

It has proven to be a challenge to analyse the inclusion of youth in the different existing policy instruments in West Africa since the focus on youth is not evident. In addition, it is not just a question of identifying youth as a target group but also to quantify budget allocations for implementation and evaluations of success and failures of those activities.

Data collection on specific programmes was inhibited by certain difficulties that posed strong challenges. These challenges can be attributed to deficiencies in programme monitoring and evaluation, unavailability of statistics and measures, lack of a coordinating body to centralize and disseminate information and hence a weaker collaborative spirit than the situation calls for.

³ The questionnaire as is contained in the separately issued Annex to this paper

Despite the difficulties encountered it is apparent that the larger part of current effort is devoted to enhancing the quality and quantity of labour supply. In contrast, the low number of offerings in job creation is cause for concern and gives credence to the choice that young Africans make to risk life and limb in order to have the chance to earn a decent living in Europe or elsewhere abroad. The reader should be alarmed and dare to wonder how many permanent jobs were created in, say, Benin in 2006. Unfortunately, one would be hard pressed to obtain a reliable answer to this query. Monitoring and evaluation of youth employment programs has not been widely implemented and a centralized repository of information is still not a reality.

II. Challenges to youth employment in West Africa

Social, political and economic exclusion can lead to a cycle of poverty and despair. West Africa has experienced deep regional instability due to civil wars and cross border violence, which have become large ‘employers’ of West Africa’s youth⁴, making youth employment a deep rooted national and regional challenge.⁵ The challenges in this sub region extend beyond unemployment⁶ to issues such as underemployment, poor working conditions, irregular migration, trafficking and forced labour, low levels of educational attainment and poor quality of education and training. The scourge of HIV/AIDS, the weight of external debt, armed conflict, poor governance, unstable institutions and gender inequality compound challenges and deter the public and private investment necessary to create jobs. Nevertheless, the region’s young people represent an enormous untapped resource.

a. Unemployment and underemployment

In developed countries the unemployment rate⁷ is a measure of how many people are actively seeking employment. In developing countries public support systems are rare and young people do not have the opportunity to register as unemployed. Given the situation in labour markets, they are often forced to seek a living by working long hours for little pay and sometimes under hazardous working conditions in the informal economy. West Africa is no exception to this trend. Therefore, it is not sufficient to discuss unemployment, bearing in mind the vast number of discouraged, underemployed and working poor.

In Sub-Saharan Africa as a whole, the youth unemployment rate in 2005 was 18.1 per cent. The rate was higher for young men (23.1 per cent) than for young women (18.4 per cent), but women also tend to have lower work force participation rates⁸ than their male counterparts due to household responsibilities or work under other unpaid arrangements. For the West African region, available data show that the

4 All statistical definitions used in this paper are taken from the ILO Bureau of Statistics website: <http://www.ilo.org/public/english/bureau/stat/res/index.htm>.

5 Youth: Persons aged 15–24, according to the UN definition. “Teenagers” are those aged 15–19 and “young adults” are aged 20–24. Given the propensity toward late school enrolment in the region of West Africa, the definition of youth for this study will be extended to ages 15 to 29. The statistics presented represent the age group 15 to 24, the statistical UN classification.

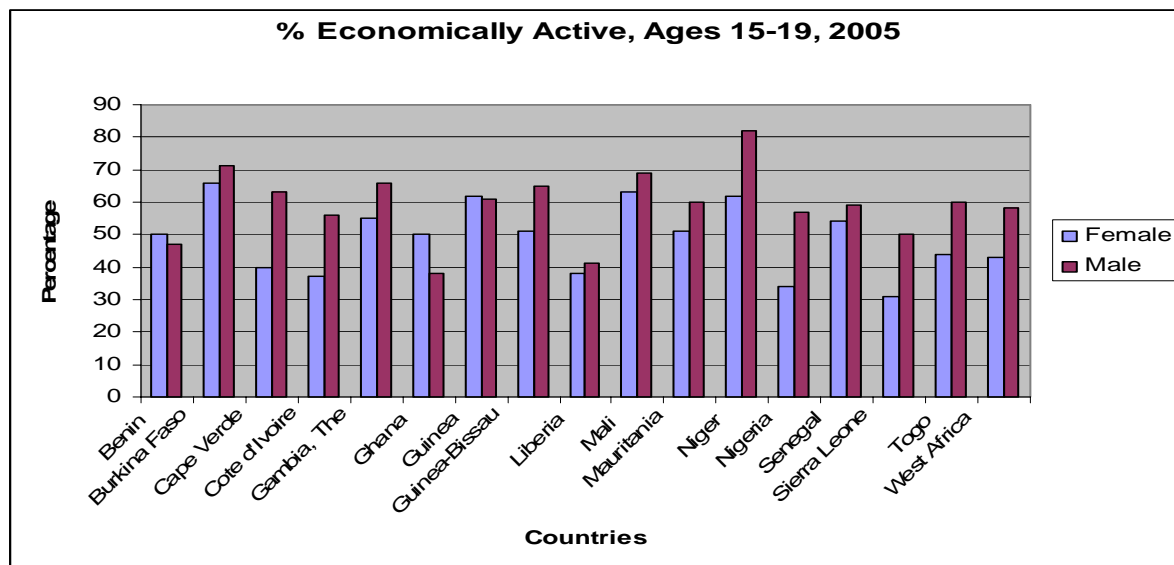
⁶Unemployed: People who during a specified period were 1) without work, meaning without paid employment or self-employment, 2) currently available for paid employment or self-employment and 3) seeking work through active steps taken. A “relaxed” definition of unemployment includes only points 1) and 2). Some people are discouraged from actively seeking work because of current employment conditions.

⁷ Unemployment rate: The ratio of unemployed persons to the economically active population, or labour force, in the same age group, expressed as a percentage. Unemployment rate = U/LF , or $U/(E+U)$. Youth unemployment rate: The ratio of unemployed women and men in the age group of 15–24 (YU) to the economically active population, or labour force, of the same age group (YLF). Youth unemployment rate = YU/YLF

⁸ Labour force participation rate: A measure of the extent that the working-age population is economically active or the relative size of the labour supply. It is the ratio of the number of people in the labour force to the number in the working-age population, expressed as a percentage using the same age groups.

percentage of 15-19 year olds who were economically active⁹ in 2005 was 43 per cent for women and 58 per cent for men (see Chart 1). In addition, issues of the types of jobs and working conditions need to be taken into consideration to establish the cumulative effects of unemployment, underemployment and poor work conditions.

Chart 1



Source: The World's Youth 2006 Data Sheet, Population Reference Bureau

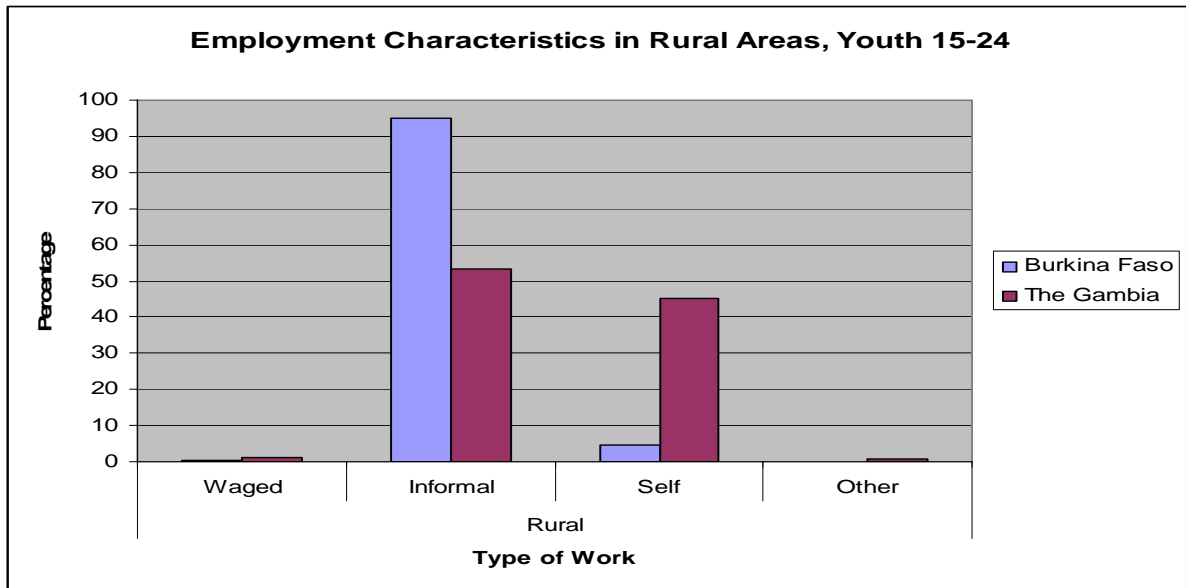
In a study on School to Work Transitions in Sub-Saharan Africa¹⁰, the breakdown for the type of work for youth in rural and urban environments is available for Burkina Faso and The Gambia (See Chart 2 and 3). Waged employment is extremely low in rural areas for both countries, and only 28 per cent in urban Burkina Faso and 42 per cent in urban Gambia, and the main source of income, in both rural and urban areas, is informal sector activities.

⁹ Labour force: All persons of either sex who furnish, during a specified time-reference period, the supply of labour for production of goods and services, as defined by the UN system of national accounts and balances. The economically active population, or labour force, is defined according to either current activity (previous week or a short reference period) or usual activity (previous year or a long reference period). The current economically active population involves persons who were employed (E) or unemployed (U) during a short reference period.

Labour force (LF) = employed (E) + unemployed (U). It includes all economically active persons older than 15 or above the national minimum working age.

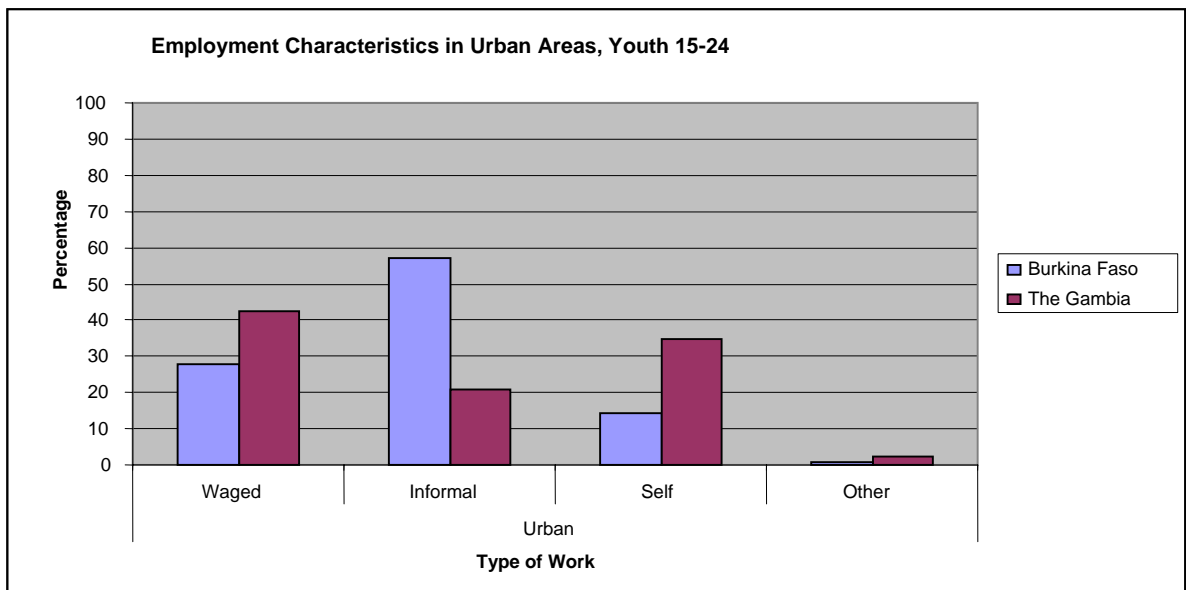
¹⁰ Understanding Children's Work (UCW), "School to Work Transition in Sub-Saharan Africa," Nov 2005

Chart 2



Source: Understanding Children’s Work (UCW), “School to Work Transition in Sub-Saharan Africa,” 2005

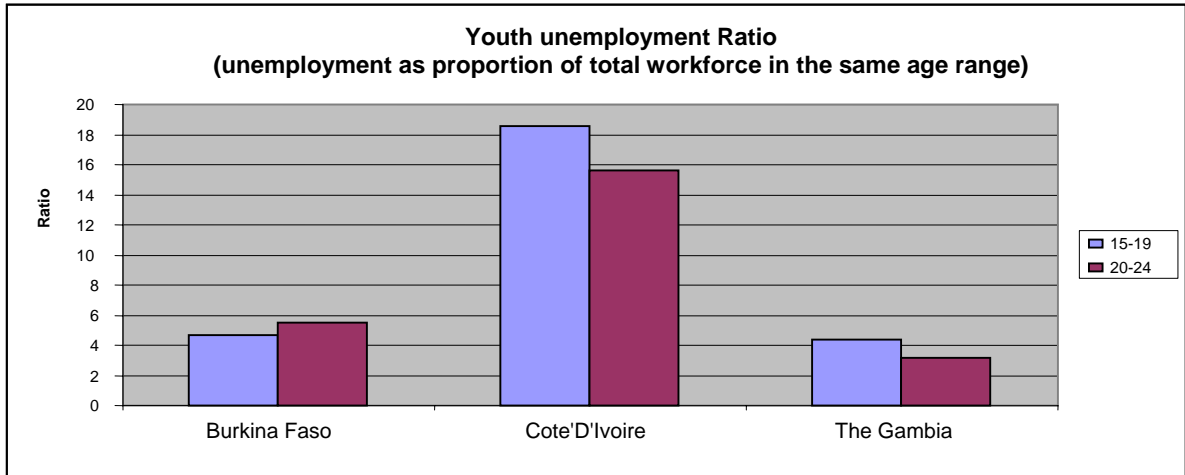
Chart 3



Source: Understanding Children’s Work (UCW), “School to Work Transition in Sub-Saharan Africa,” 2005

Due to the availability of data, the three Western African countries of Burkina Faso, Côte d’Ivoire and The Gambia, will be used, where applicable, to proxy the situation for West Africa. As can be seen from Chart 4, except for Burkina Faso, the unemployment ratio tends to be higher for teenagers (15-19) than young adults (20-24), which is not surprising considering that teenagers lack work experience and perhaps education, and find it more difficult to find work. Also, the unemployment ratio is particularly high for Côte d’Ivoire, a country ravaged by armed conflict.

Chart 4

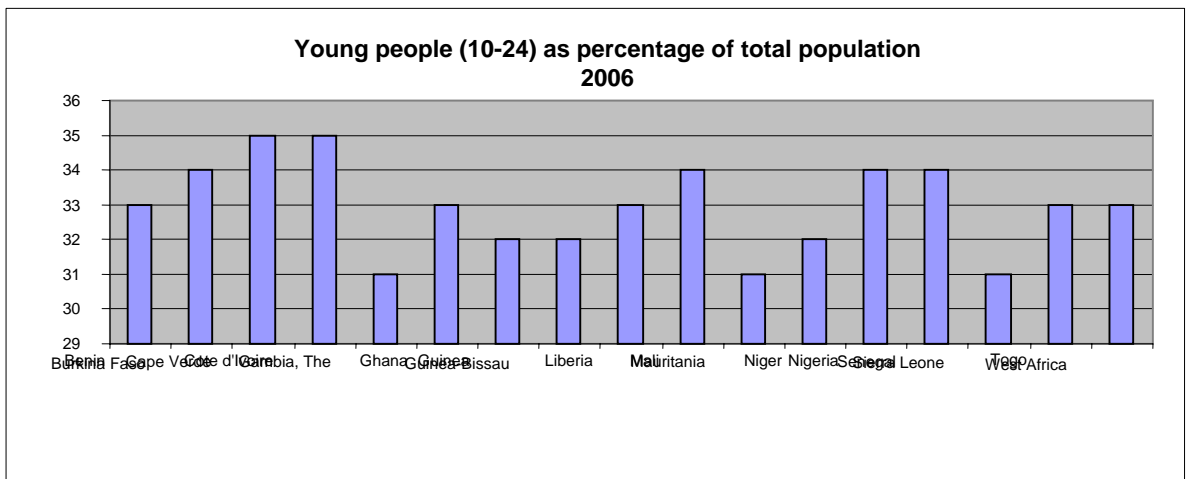


Source: Understanding Children’s Work (UCW), “School to Work Transition in Sub-Saharan Africa,” 2005

b. Demographics and migration

In 2004, the total population of West Africa was approximately 257 million, of which 111.7 million, or 43.5 per cent, were under the age of 15 years¹¹. In many countries in West Africa, almost one half of the population are under 15 years old. For example, 47 per cent of the population of Niger, Mali and Benin and 46 per cent in Burkina Faso, and all but one of the ECOWAS member states (Ghana) had 40 per cent of the population below the age of 15. More recent figures from 2006 show that 33 per cent of West Africa’s population fall into the age range of 10 to 24.

Chart 5

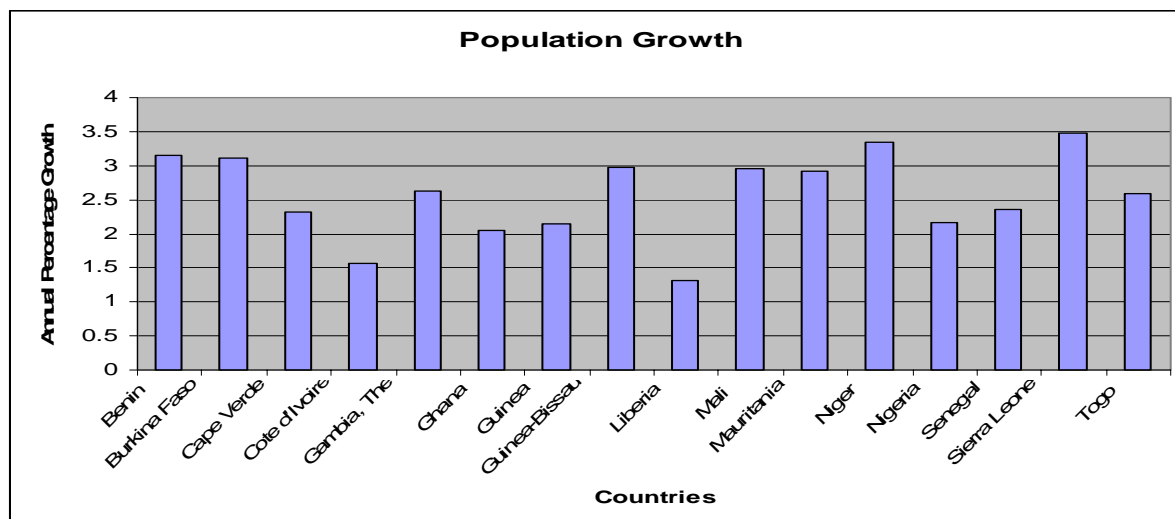


Source: The World’s Youth 2006 Data Sheet, Population Reference Bureau

¹¹ Violence and Instability in West Africa: Challenges and Opportunities for Peace, A. Ould-Abdallah, UNSG Special Representative for West Africa, August 2004

Moreover, the youth population in West Africa resides, for the most part, in urban areas. In Senegal, Côte d'Ivoire, Liberia, Nigeria and Benin, more than 40 per cent of the population lives in urban areas¹². Similarly, 38 per cent of the population of Ghana and 37 per cent of Sierra Leone are urban. Since population growth rates continue to increase while labour markets are already unable to absorb labour market entrants, the labour market situation for West African youth, especially in densely populated urban centres, will only worsen unless serious measures are undertaken (see Chart 6)

Chart 6

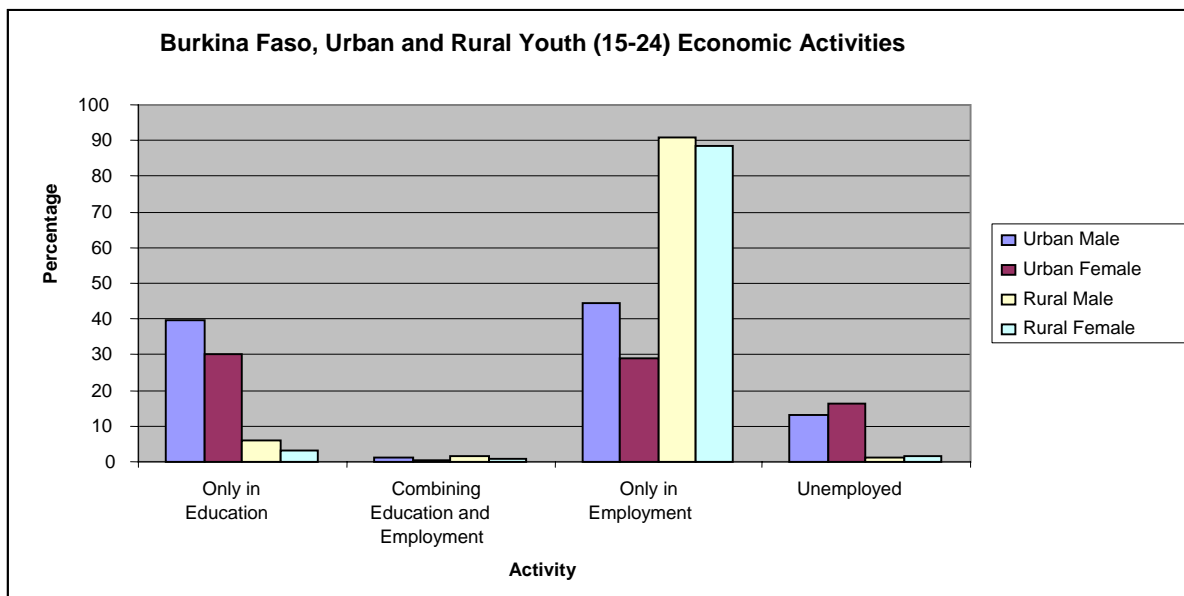


Source: World Development Indicators Online, 2005

The continual flow of rural migrants to urban areas is a crucial factor in rising urban un- and under employment levels and is contributing to the “urbanization of poverty”. In Burkina Faso, Côte d'Ivoire and The Gambia, the urban unemployed greatly outnumber the rural unemployed (see Chart 7, 8 and 9). Moreover, looking at the level of inactivity of youth, meaning youth not engaged in education or the labour force, unemployment is greater in urban areas in both Côte d'Ivoire and The Gambia.

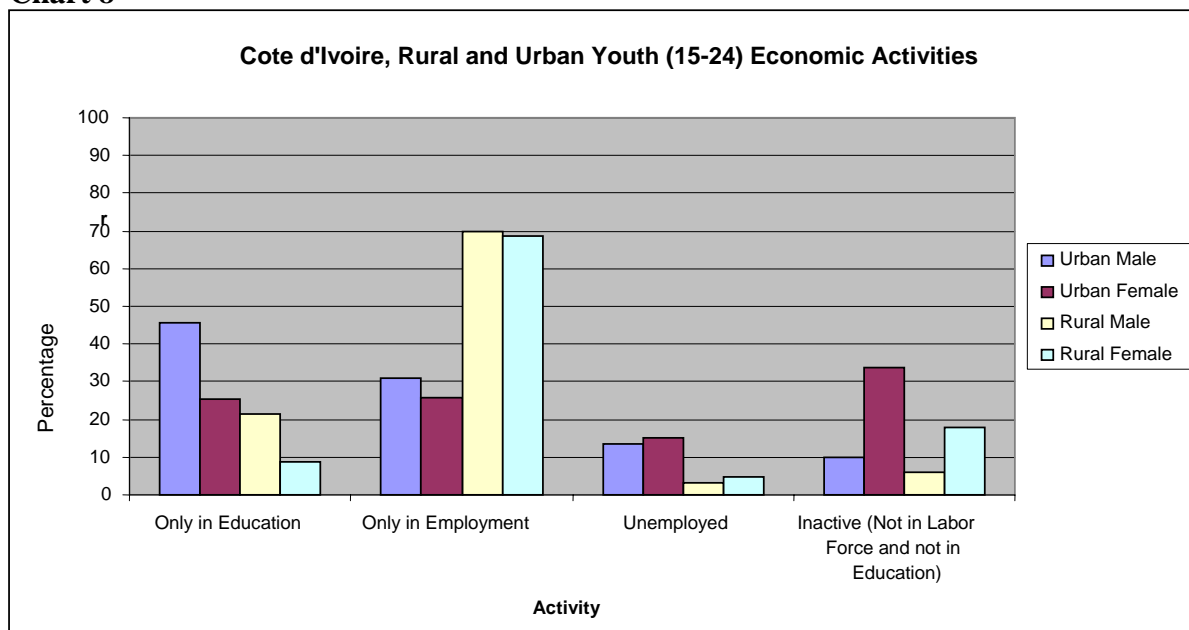
¹² Violence and Instability in West Africa: Challenges and Opportunities for Peace, A. Ould-Abdallah, UNSG Special Representative for West Africa, August 2004

Chart 7



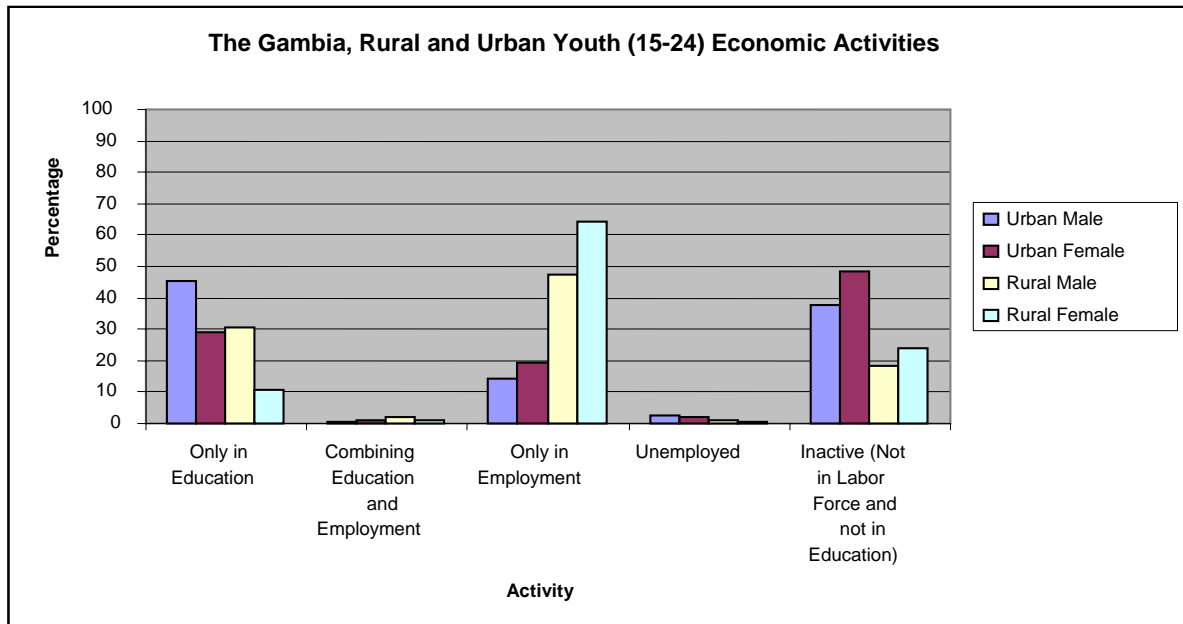
Source: Understanding Children's Work (UCW), "School to Work Transition in Sub-Saharan Africa," 2005

Chart 8



Source: Understanding Children's Work (UCW), "School to Work Transition in Sub-Saharan Africa," 2005

Chart 9



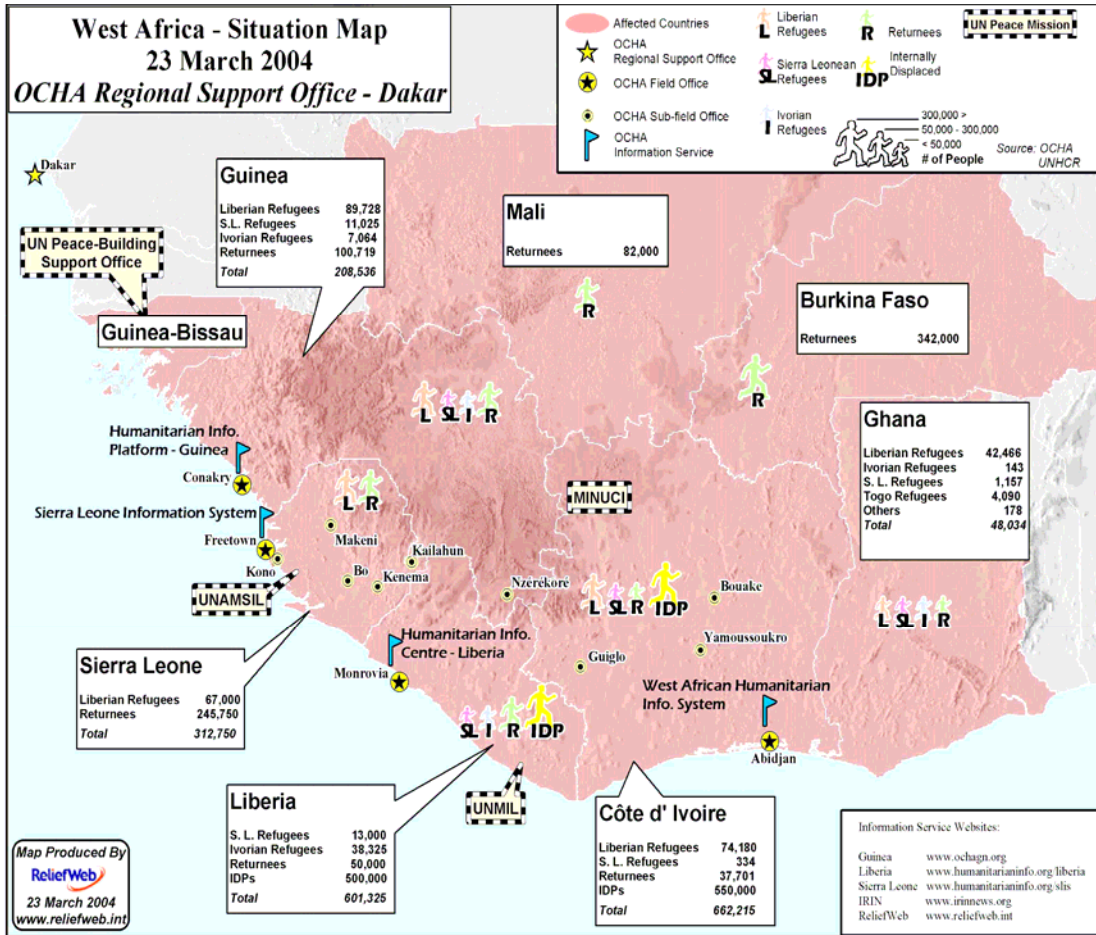
Source: Understanding Children’s Work (UCW), “School to Work Transition in Sub-Saharan Africa,” 2005

International migration is another route taken by young people in search for jobs and better lives. Under regulated circumstances, migration can contribute to economic development by providing young people employment, working experience and an ability to send remittances to their families. However, without any support systems in place, and due to political volatility, migration can easily lead to exploitation of vulnerable young people. As is evident in the map below, West African nations are not only dealing with refugees from neighbouring countries but also internally displaced persons and returnees.

Box X: Current trends in West African migration

- (i) Clandestine migration sustained by conflicts, poverty and human deprivation often relates to attempts by the sub-region’s youth to get into Europe, risking life and limb by crossing the Sahara on foot, by making perilous sea journeys or as stowaways on aircraft undercarriages. Most are victims of illegal trafficking gangs;
- (ii) Intensification in rural to urban migration is often linked to landless farm labourers abandoning rural areas in search of wage labour in urban areas, which intensifies the employment challenge in urban areas;
- (iii) Many young people also migrate due to desertification, drought and famine or declining real incomes and retrenchment over the years of public sector workers (such as occurred in recent history in Senegal, Togo, Sierra Leone and Guinea);
- (iv) In recent times, data show an increased migration of female populations, who used to be traditionally left behind by migrant males, into labour-market areas;

Source: Draft UNOWA “Demography and Insecurity in West Africa” p.23



Source: www.reliefweb.org

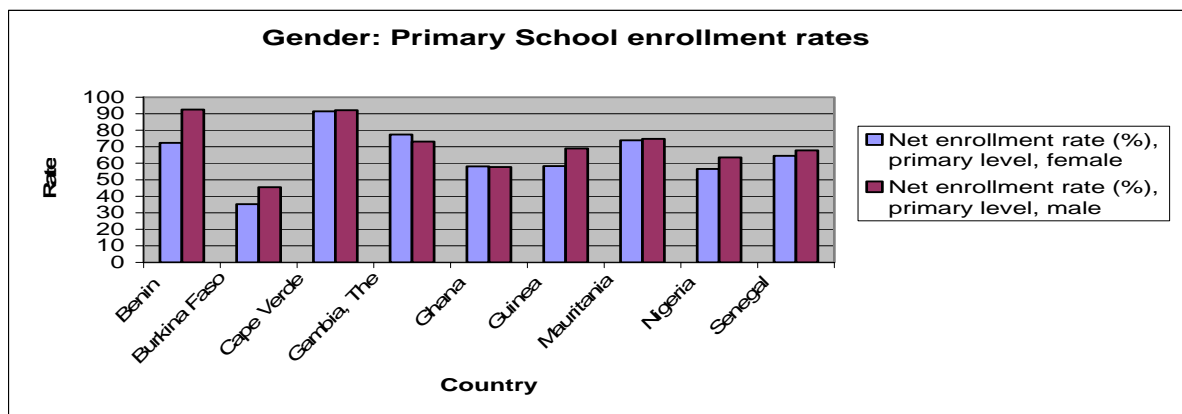
c. Education and training

Investment in human capital, particularly education and training, is integral for social and economic development. It is not just a question of increasing enrolment rates for children and youth but also to invest in improving the quality of education, to ensure appropriate and marketable education and training curricula, materials and facilities. Young people and their families must see the benefits of education. It is not just a question of providing economic and social incentives but also the means to stay in school. Far too often young people are forced to leave school early in order to support themselves, siblings and families.

It has been argued that higher education in the form of secondary and tertiary education does not necessary decrease the unemployment rate for youth.¹³ However, this is often linked to the poor quality of education, mismatches between school curricula and the labour market needs or merely the fact that the individuals who finish secondary education might have the financial means to be waiting for an “appropriate job” and hence can stay unemployed for a period of time.

The fact that youth literacy levels for Sub-Saharan Africa are lower than any other region in the world (UNDP 2004) gives credence to employers’ concerns about a poorly educated/trained workforce. There are also differences in enrolment rates between the sexes. With the exception of Cape Verde and Mauritania, it is apparent that West African nations have not attained gender parity at the primary education level (see Chart 11).

Chart 11



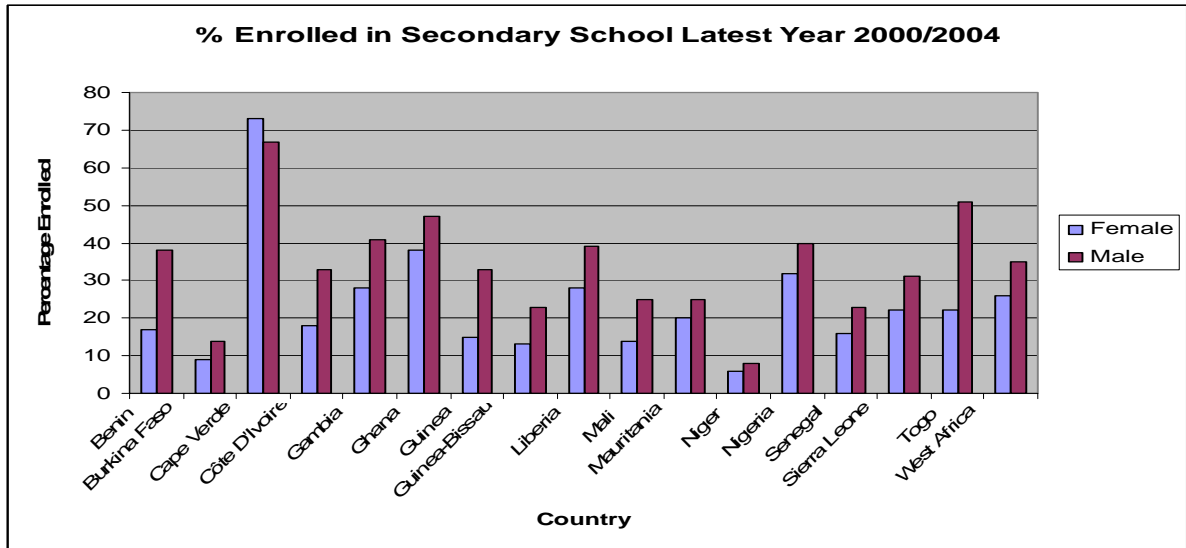
Source: World Bank, DevData Online Education Query, 2004

In terms of secondary education the West African region as a whole has only 26 per cent of females and 35 per cent of males enrolled in secondary schooling and gender parity is not evident in any West African country, although in Cape Verde female enrolment exceeds male (see Chart 12).¹⁴ Looking at the examples of Burkina Faso, ôte d’Ivoire and The Gambia, females have consistently a lower percentage in education than men (see Chart 13, 14, and 15)

¹³ Understanding Children’s Work (UCW), “School to Work Transition in Sub-Saharan Africa,” Nov 2005 pp4-5

¹⁴ The World’s Youth 2006 Data Sheet, Population Reference Bureau

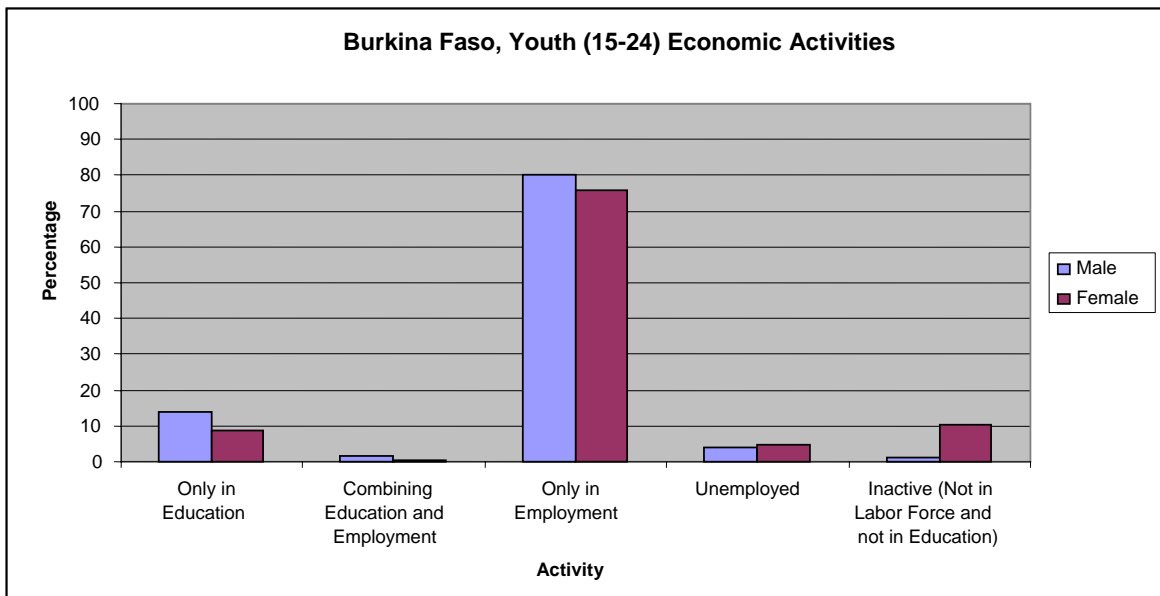
Chart 12



Source: The World's Youth 2006 Data Sheet, Population Reference Bureau

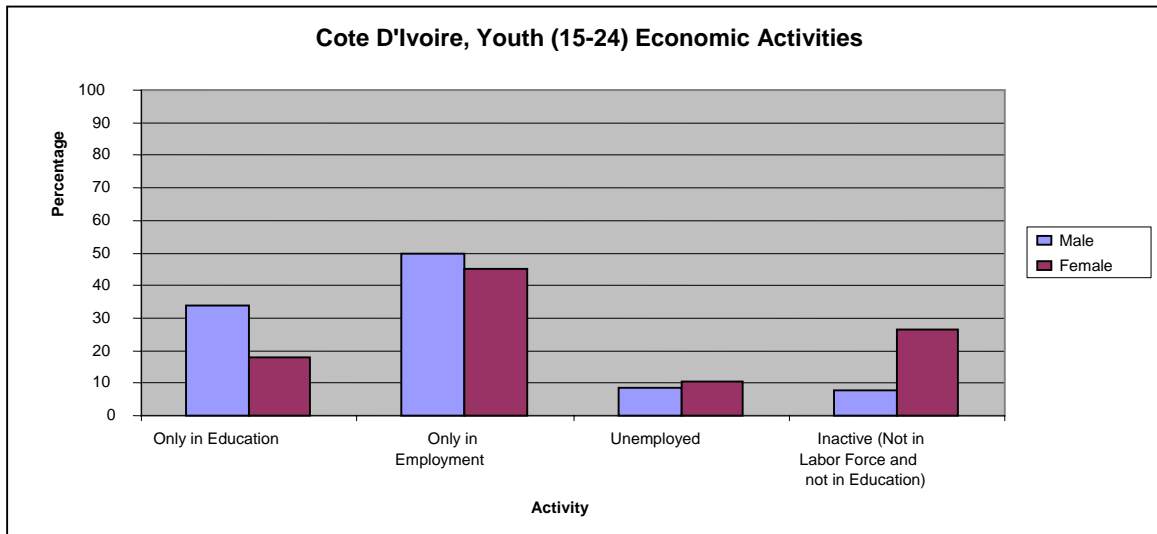
With the exception of The Gambia, gender inequality is apparent since the level of inactivity is significantly higher for women than men in all three countries, indicating that women are being excluded from both education and, subsequently, employment activities.

Chart 13



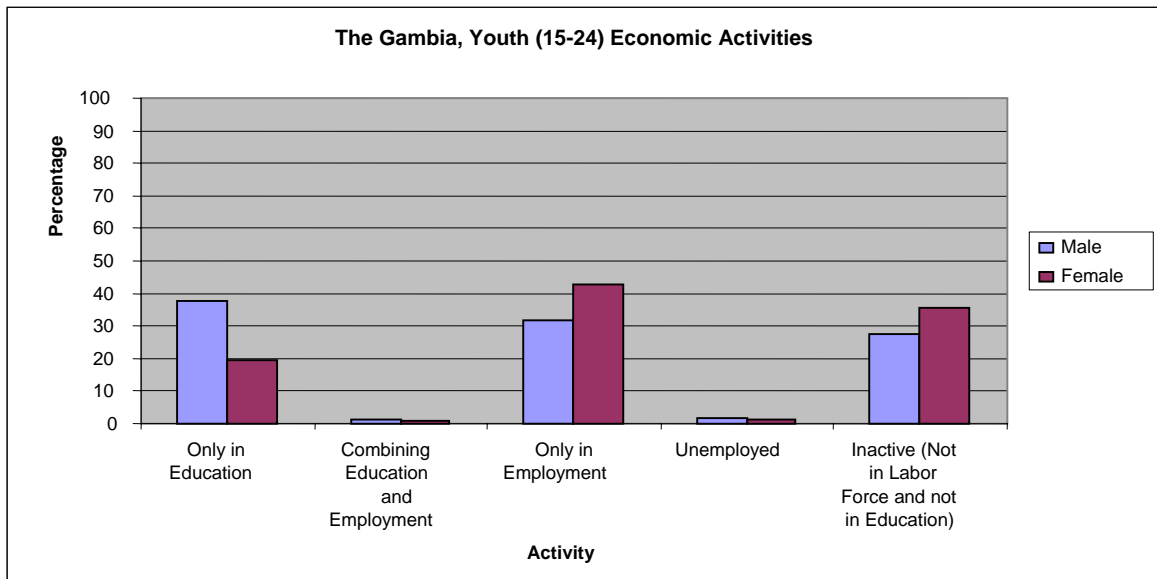
Source: Understanding Children's Work (UCW), "School to Work Transition in Sub-Saharan Africa," 2005

Chart 14



Source: Understanding Children’s Work (UCW), “School to Work Transition in Sub-Saharan Africa,” 2005

Chart 15



Source: Understanding Children’s Work (UCW), “School to Work Transition in Sub-Saharan Africa,” 2005

On average, this generation of youth is still better educated than previous generations in Africa, but it is clear that they do not possess employable skills¹⁵. Exacerbating the low rates of enrolment in primary and secondary school, especially for females, are issues related to skills mismatch and lack of training. Today many youth are ill

¹⁵ Report of the Secretary General, “Practical Recommendations to Reduce Youth Unemployment in West Africa”, June 2005, p4

equipped to enter the labour market due to lack of well designed school curricula, inadequate or non existent vocational training, youth apprenticeships, entrepreneurship training and micro finance together with low employment intensive growth, which is key in alleviating the labour market challenges of youth in West Africa.

d. Conflict and post conflict issues

Over the past two decades, youth have been at the centre of armed conflicts in Cote d’Ivoire, Liberia and Sierra Leone, both as victims and as perpetrators. Violence stretches across national borders. In each instance, national conflicts took on regional components, with combatants from neighbouring countries being recruited across borders to fight alongside indigenous fighters. Commanders and warlords recruit combatants attracting them with assurances of payment and a sense of belonging. Following the wars, the youth returned to their homes, where poor socio-economic conditions lead to feelings of hopelessness and exclusion.

Table 1: Conflict in West Africa

Year	Place	Event
1989	Liberia	civil war
1990	Northern Mali	civil strife
1991	Sierra Leone	civil war
1998	Guinea Bissau	escalating unrest
2002	Cote d’Ivoire	armed conflict

Source: Violence and Instability in West Africa: Challenges and Opportunities for Peace, A. Ould-Abdullah, UNSG Special Representative, 2004

It is clear that the recruitment of youth into armed conflicts has been fostered by the poor socio-economic conditions of the region¹⁶. Though their experiences may be different, the socio-economic reality of ex combatants are “...mirrored by millions of others in West Africa...who, as aptly noted in the report of Sierra Leone’s Truth and Reconciliation Commission ‘languish in a twilight zone of unemployment and despair.’”¹⁷ The continued difficulties in the region, coupled with development indices, which are amongst the lowest in the world, make the environment ripe for youth manipulation and marginalisation.

In order to change the environment and consolidate peace in the sub-region, youth in West Africa must be fully included in their countries’ decision-making processes, as well as empowered to engage in the sub-region’s combined economic development¹⁸. The situation has been described as “fuel[ing] conflict and crime, both of which in turn increase unemployment further by negative effects on economic performance, investor confidence and social, physical and institutional structures.”¹⁹ The source just cited proposes job creation as a fundamental tool in the prevention of conflict in

¹⁶ UNOWA, “Youth Unemployment and Regional Insecurity in West Africa,” August 2006, preface by A. Ould-Abdallah, p x

¹⁷ http://www.sfcg.org/programmes/westafrica/programmes_westafrica.html

¹⁸ http://www.sfcg.org/programmes/westafrica/programmes_westafrica.html

¹⁹ UNOWA, “Youth Unemployment and Regional Insecurity in West Africa,” August 2006, p1

the region. In addition, the World Bank “Note on Youth in Post-Conflict Settings” stresses the need to ensure a balance between education and employment creation in reintegration programs to prevent the spread of a violent youth culture²⁰.

e. Labour market information

In West Africa the unavailability of statistics is particularly pronounced. Thus, observations made are often based on examples from specific countries. There is a clear lack of up-to-date, published and reliable information on youth employment, unemployment and underemployment, which makes it difficult to formulate and implement successful policies. It further complicates the evaluation of any possible outcome.

In summary, youth employment offers the most obvious bridge between the development and the security agendas embodied in the Millennium Declaration. Investment in youth entails benefits for individuals, communities and societies. Decent work for young people unleashes multiplier effects throughout the economy and society, boosting investment and consumer demand and ensuring more stable and cohesive social ties across generations, including the sharing of institutional workplace knowledge. It shifts young people from social dependence to self-sufficiency, helps them escape poverty and enables them to actively contribute to society.²¹ Comprehensive approaches are needed that include both labour demand and supply based on reliable and accessible data and information. Those approaches need to be augmented by policies and initiatives that create economic stability and growth.

The following section looks at a range of policy initiatives in West Africa to demonstrate the kinds of initiatives various countries are undertaking in addressing the issues highlighted in this section.

²⁰ World Bank Youth Development Note, “Youth in Post conflict Settings,” November 2005, p3

²¹ Conclusions on promoting pathways to decent work..., Paragraph 10.

III. Addressing the challenges: comprehensive policy initiatives

There is growing awareness among countries across West Africa of the importance of tapping the potential of youth and mitigating the negative consequences of unemployment and underemployment. Youth unemployment and poor jobs contribute to high levels of poverty and lost opportunities for economic growth, which increase as this cohort ages without gaining relevant experience in the workforce. Moreover, it is increasingly recognised that high and rising unemployment levels among youth can lead to social instability. The socially excluded have little or no voice in policymaking and often seek out a sense of belonging elsewhere. This may create unrest and social conflict, undermining social cohesion.

As seen in the previous section there is no single cause for youth unemployment and underemployment in West Africa. Therefore, there is no single approach or strategy for tackling the youth employment challenges. It is clear that policymakers need to develop strategies to prepare young people for the labour market as well as prepare the labour market for young people. They need to include macroeconomic policies as well as targeted actions that focus on both labour supply and demand, and address the qualitative and quantitative dimensions of employment.²² Policies and programmes need to be developed through a consultative process, involving a comprehensive range of stakeholders, including key government ministries and legislators; youth groups and civil society representatives, which will facilitate the identification of grassroots needs and ensure that policies are grounded in local realities; employers' and workers' organisations; multilateral stakeholders and the development community. All strategies must be grounded in qualitative and quantitative labour market information and evaluated and revised based on well-defined indicators.²³

Interventions vary within and across countries. Some give special consideration to youth in national development or national employment strategies; others develop specific initiatives or a combination of initiatives including sectoral development policies, labour market legislation and regulations and/or active labour market policies and programmes (ALMPs).

Inclusion of youth in national strategies demonstrates the commitment to tackle youth employment issues through comprehensive policy initiatives. Some countries in West Africa specifically mention youth in their Poverty Reduction Strategy Papers (PRSP), national development plan or national employment policy while others go further to also develop national action plans on youth employment (NAPs). Ideally, these strategies should be mutually consistent and reinforce efforts for programme financing, coordination and cost efficiency. It is key that they be nationally driven and owned, accompanied by budget allocations and implementation plans with clear roles and responsibilities as well as benchmarks and indicators of success.

²² Conclusions on promoting pathways to decent work for youth, Resolution on youth employment adopted at the 90th Session of the International Labour Conference, June 2005.

²³ For more information, see *A Resource directory for Lead Countries of the Youth Employment Network (YEN)* <http://www.ilo.org/public/english/employment/strat/yen/download/yenresdir.pdf>

While the PRSPs aim to provide the overall macroeconomic framework for a conducive and enabling environment, identifying priority areas as well as financial means, a National Action Plan on Youth Employment (NAP) provides targeted youth employment programmes and initiatives that are needed to translate policy into practice. It is therefore important that youth employment is mainstreamed in the PRSP to provide the political and financial support to NAP formulation and implementation. The development of a NAP is based on a process of bringing together relevant stakeholders from line ministries, civil society, private sector and youth themselves to jointly develop the design and implementation of coherent and integrated approaches that combines activities on different levels and areas. However, to achieve sustainable results funding is needed and hence linkages to national development plans, PRSPs, CCA/UNDAFs, and national economic/budgetary policies are critical.

It has proven to be a challenge to analyse the inclusion of youth in the various national policy instruments in West Africa. While most policies or programmes include activities to promote or improve life skills, vocational training, entrepreneurship development or apprenticeships, a focus on youth is not explicit. However, it is evident that in many cases the actual beneficiaries would in fact be youth. Also, in one case the actual PRSP did not address youth employment explicitly yet the latest implementation report lays out progress in terms of employment creation for youth.²⁴ Even though results may be limited, an examination of these initiatives is important in order to ascertain the possibilities from scaling up these initiatives.

In addition, it is essential to identify budget allocations for implementation and evaluation of activities. There are financial constraints associated with the implementation of many of the national initiatives as well as delineation of clear roles and responsibilities to transform the policies into practice.

In general, it is evident that there are strong similarities in the types of programmes selected to target youth employment in the PRSPs of the West African region. On the supply side, the PRSPs focus on vocational and entrepreneurial training. Burkina Faso, The Gambia, Ghana, Liberia, Mauritania, Mali, Niger, Nigeria, Senegal, and Sierra Leone all prioritize vocational training as a central method addressing youth employment. On the demand side, employment creation is often listed as a policy initiative. Burkina Faso, Sierra Leone, and Liberia all prioritize youth employment in labour intensive public works or schemes designed to modernize agriculture schemes. Other less common yet potentially strong programmes are increasing access to micro credit for youth, which is a focus in Senegal. Similarly, the NAPs largely follow the trend of focusing on vocational training and employment promotion through labour intensive public works schemes.

The subsequent parts of this section review national examples of initiatives, which address youth employment in West African countries, with a particular focus of Cote d'Ivoire, Guinea, Liberia and Sierra Leone.

²⁴ Mali PRSP (May 2002) and Mali PRSP implementation report (January 2006)

a. National poverty reduction strategies

Poverty Reduction Strategy Papers (PRSPs) are prepared by member countries through a participatory process involving domestic stakeholders as well as external development partners. Updated every three years with annual progress reports, PRSPs describe a country's macroeconomic, structural and social policies and programmes over a three-year or longer time horizon to promote broad-based growth and reduce poverty.²⁵ In view of their centrality in the development policy of low-income countries, PRSPs can serve as a central instrument for promoting youth employment.

Youth employment has been addressed in PRSPs in countries of West Africa to varying degrees. In some nations, such as Burkina Faso, Senegal and Sierra Leone, the issue of youth and employment has been mainstreamed into their PRSPs, signalling the recognition of its importance in terms of national goals for poverty alleviation. Countries such as The Gambia, Ghana, Mali, Niger and Nigeria targeted youth employment in their PRSPs and, according to PRSP progress reports, have achieved significant results.²⁶ Guinea Bissau, Cote d'Ivoire and Mauritania target youth among vulnerable groups. Interestingly, youth employment has not been addressed in the most recent PRSPs of Cape Verde (September 2006), and Benin (August 2005) despite the youth employment challenges facing these countries.

Mainstreaming Youth Employment

Since **Burkina Faso's** working population is still largely under-employed, creating decent jobs is a central challenge. The country's economy continues to grow, following major recovery efforts, but it is not yet generating sufficient employment opportunities. Consequently, its poverty reduction strategy (July 2004) is based on a policy of labour-intensive growth and employment is an explicit policy objective. More than 55 percent of the population in Burkina Faso is young - a potentially precious resource of innovators, entrepreneurs, consumers, citizens, and members of civil society. Yet, young women and men are identified as more vulnerable to unemployment and underemployment, to sexually transmitted infections and HIV/AIDS. Therefore, Burkina Faso seeks to factor youth into development policies in all sectors.

Burkina Faso's Priority Action Programme (PAP) commits to increasing employment and income-generating activities for the poor in an equitable manner, including intensifying and modernizing the agricultural sector, developing infrastructure, promoting jobs for youth, and upgrading vocational training. Some of the key government initiatives include:

- The establishment of the Employment Promotion Support Fund and the Informal Sector Support Fund.

²⁵ IMF database on <http://www.imf.org/external/np/prsp/prsp.asp>, visited 9 Feb. 2005.

²⁶ PRSPs and Progress Reports are available at www.worldbank.org/poverty. These results stem from the fact that these PRSPs are also the ones that have been implemented and reviewed. Therefore a comparison of PRSPs that have mainstreamed vs. targeted youth cannot be made.

- Investment in the renovation of vocational assessment and training centres, to train more young people in different skills, such as automobile repair, electricity, metal work, masonry and leatherwork.
- The adoption (2001) of a plan of action to create a favourable climate for job creation, developing vocational training and apprenticeships, and increasing and strengthening the operational capacities of the bodies responsible for promoting employment and vocational training. A National Vocational Training Support Fund has been established to support this.
- The implementation of the poverty reduction programme directed at disadvantaged or marginalized young people (REPAJE), in the provinces of Houet and Tuy, through support to 1,200 at-risk youth.
- The creation of youth counselling and orientation centres in selected cities; micro-enterprises for 200 parents of at-risk children; training in youth outreach to 125 child care workers in provincial administrative seats; and reinsertion of street youth through support to 200 at-risk youth in six provincial administrative seats.²⁷

The most recent Annual Progress Report for the Burkina Faso PRSP (May 2005) seeks to examine employment issues and poverty reduction in greater depth through a World Bank-financed study of Burkina Faso's employment strategy. Its purpose is to identify the causes and gauge the impact of the country's poor performance in employment creation, with particular focus on the links between macroeconomic policy, growth, job creation, and poverty reduction. This study will be supplemented by a series of studies financed by German Technical Cooperation (GTZ). With GTZ support, the Government will also establish a programme to enhance the statistical capacity of the National Observatory for Employment and Professional Training (ONEF) through the creation of a database on the employment market in Burkina Faso and the development of a technical manual on the collection of employment data. In addition, the monitoring and evaluation capacities of the Directorate of Studies and Planning within the Ministries of Labour, Youth, and Employment will be strengthened.

The **Senegal** PRSP's Second Annual Progress Report (May 2005) envisages a commitment by the Government to provide supplementary resources to finance projects that create jobs and involve youth in the commissions overseeing these institutions to improve transparency. To assist this process, existing institutions such as National Fund for the Promotion of Youth (FNPI), National Action Fund for Employment (FNAE) and National Agency for Youth Employment (ANEJ) will be decentralized. The Ministry of Youth and Sport is responsible for creating specific agencies mandated to assist youth in gaining access to training, professional experience and micro-finance:

- The ANEJ is a counselling and mediation structure for young entrepreneurs and financing bodies. It further offers training and mentoring services to youth, ranging from business proposal writing to training in business skills such as accounting and marketing, internship and permanent placement opportunities. ANEJ also provides financing to various youth initiatives. It

²⁷ Stakeholders in projects involving youth include the Ministries of Labour, Employment, and Youth, Burkinabè business owners, social partners and the Ministry of Justice.

fosters programmes such as “Young Girls in Business”, an innovative “Tool Shed” programme promoting local artisans, “Youth in Farms” and “Asc-Jobs/Youth”. In their 2006 annual report, ANEJ estimates that since its creation in 2002 almost 50,000 young people have benefited from their activities.

- FNPJ aims to alleviate the difficulties faced by young people in accessing financing and credit. The Fund has a threefold mandate: to collaborate with financing institutions looking to engage in youth projects, to help viable projects lacking collateral to find sources of credit and financing and to build the capacity of feasible youth projects by tapping into diverse financing options. The fund focuses its activities on the promotion of small and medium-sized enterprises (SMEs). Their flagship initiative is the CCA Programme, which aims to install Cyber Centres throughout the country’s 10 regions with the objective of promoting careers in the Internet and information technology sectors.
- The PRSP sets out a plan to make their National Employment Observatory functional and strengthen the job-creating sectors such as fishing, agriculture, trade and rural development programmes.

The **Sierra Leone** PRSP (June 2005) contains the results of the 2003 Pilot Population Census. The Census indicates that youth constitute 33.3 percent of the population (14.6 percent males and 18.7 percent females). The 2003/04 Integrated Household Survey found the incidence of youth poverty to be about 58 percent as a result of the high rates of unemployment and underemployment in both rural and urban areas. Thus the focus on tackling youth employment is integral to the Sierra Leone PRSP:

- Government support is provided for tertiary level training, especially in technical and vocational skills in specialized disciplines. Through allocation of funds and collaboration with the private sector, technical and vocational education will be aligned to the needs of the economy, particularly private sector employers.
- The Government, aware of the inadequate number of qualified teachers for all the basic and tertiary levels, the poor state of science teaching and the absence of ICT in secondary schools, will address these issues through capacity building in the medium to long term. Current shortages of personnel, especially for science and technology teaching, applied agricultural research and extension, and health care, will be addressed through special grants-in-aid or scholarships offered by the Government.
- The specific strategy to be employed is capacity-building and training for unskilled or semi-skilled and unemployed youth, including former demobilized combatants, in the informal sector system and linking them to job opportunities in the private and public sectors in urban and rural areas.

The Government’s overall strategy is to ensure that all programmes for poverty reduction in the infrastructure, private and tertiary sectors give priority to the employment and income needs of young men and women in urban and rural areas. Particular attention will be paid to youth in food security (especially in agriculture and fisheries), mining, tourism, sanitation, SMEs and the development of infrastructure in rural and urban areas.

The strategy for youth development will include:

- The establishment of a framework for effective youth development and employment policy formulation and implementation involving all stakeholders (including youth) at district and national levels.
- The promotion of employment opportunities for youth in the formal and informal sectors by establishing and operating employment centres at the district level, providing start-up kits and/or micro-credit facilities for technical/vocational graduates and promoting special youth focused programmes in agriculture and fisheries.
- The creation of a Ministry of Youth and Sports, a national youth policy, national drug control strategy, national HIV/AIDS policy and the national youth development programme, a baseline study to develop a profile of youth in all districts and a National Youth Coalition.

The PRS places strong emphasis on the need to reduce the number of unemployed youth, not only for poverty reduction but also for reasons of stability. The PRS aims to reduce youth unemployment primarily through the use of labour-intensive elements in all Government programmes. It also includes programmes aimed at training, capacity building and sports. These are all appropriate strategy elements, but the Joint Staff assessment of the PRS has raised concerns that they may not be fiscally sustainable and recommends that more fundamental issues in private sector development and in labour market frictions and policies, particularly on the demand side, be addressed.

Youth Employment: A Key Objective

Ghana's GPRS II (November 2005) addresses issues in Private Sector competitiveness, including tackling insecurity and vulnerability in the informal sector where youth predominate. Main policy goals are employment generation and improved safety nets. Although youth employment is not mainstreamed into the growth and poverty reduction strategy, there is a plan for the implementation of a coherent employment policy for youth. Youth also factor into other policy areas for Ghana including Education, Agriculture and ICT.

The GPRS II pursues an employment-centred cross-sectoral development strategy for accelerated growth and poverty reduction. Following the strategic orientation, the National Employment Policy for Ghana will address youth employment, labour market information, industry-based skills training, local economic development to support the large and growing informal economy, and improvements in productivity and incomes.

Ghana's policy on education, with a focus on youth, includes the following:

- Promoting training, skills and entrepreneurial development. Priority areas include provision of gender responsive and equitable skills and entrepreneurial training, promotion of dialogue between industry and skills/professional training institutions, strengthening of and supporting training institutions, promotion of training in apprenticeship and promotion of the National Youth Policy.

- Increasing access to and participation in education and training by improving and extending technical and vocational education and training.
- Establishing a National Council for Technical and Vocational Education to ensure relevance and coverage. Moreover, the vocational and technical curriculum will be diversified e.g. to include agriculture and business studies.
- Facilitating functional linkages between training institutions.
- Supporting private-public partnership in the management of vocational and technical schools.
- Promoting entrepreneurship among youth.
- Absorbing as many of unemployed youth as possible in higher productivity and higher income farming pursuits.
- Pursuing ICT outreach programmes to enable low-income individuals to gain access to the Internet, promote exports such as out-sourcing, and data processing, encourage economic diversification and create new jobs, particularly for women and youth.

Consistent with the Gender and Children's Policy, the Draft National Youth Policy, the Draft National Disability Policy and Draft National Ageing Policy, a comprehensive Social Protection Framework will cover the vulnerable and excluded in society. It includes:

- Conditional and unconditional cash transfer systems and other support to displaced workers, while they seek employment.
- Coverage for the school feeding programme.
- Facilitation of access to micro-credit for small-scale informal operators.
- Enhanced capacity of the relevant agencies, including the Ministry of Manpower, Youth and Employment and the Department of Social Welfare to carry out their statutory functions effectively and responsibly.
- Social partners, relevant civil society and nongovernmental organizations will play a strategic role in complementing the Government's employment and social protection efforts.
- The Ministry of Manpower, Youth and Employment will be involved in establishing an effective system to coordinate and monitor these efforts and activities to ensure efficiency within the economy, as well as equitable benefits to targeted beneficiaries, including youth.

According to Ghana's Annual PRSP Progress Report (June 2006), policy initiatives include interventions to provide skills for street youth under the Skills Training and Employment Placement Programme (STEP), and making micro-credit available to youth under the Youth Development Fund. Six billion cedis (USD 650,246) were released to the Ministry of Manpower, Youth and Employment for disbursement to graduates of the STEP Programme to enable them to establish their own small-scale enterprises. Under Phase 2, about 12,750 people were trained in various trades including food processing, dressmaking, hairdressing, masonry, and carpentry. About 7,000 out of the 12,750 were trained and set up in agricultural vocations such as snail farming, bee keeping and mushroom farming. Additionally, over 20 new training

centres were established mostly in rural areas to offer employable skills to youth. A total of 20,371 job seekers were placed in various jobs through the Public Employment Centres throughout the country.

In the most recent **Mali** PRSP (May 2002), employment was addressed but youth employment was not given specific focus. However, the latest Mali PRSP implementation report (January 2006) lays out some progress in terms of employment creation for youth, though the results are very limited.²⁸

Niger's PRSP Progress report (March 2005) focused on school to work transition for youth. In cooperation with various ministries, the Ministry of Youth and the Transition of Young People to the Job Market (MJ/IPJ) made appreciable efforts in helping young people transition from school to work, including the recruiting of 1,580 community health officers, supporting 37 "young promoters" through 18 micro-projects, the recruiting of young persons for the Youth for the Environment Corps, and the recruitment of 160 young graduates under the "youth school-to-work" programme of the Special Programme of the President (SP/PR). In addition, the Ministry of Community Development (MDC) made significant progress in establishing a tracking-assessment programme.

The development of a national policy in the area of vocational and technical education led to both infrastructure development and institutional reforms:

- Six technical and vocational education centres were created.
- A state higher technician's license (BTS) was introduced.
- The government initiated a vocational training series for which the participants are recruited under the youth socio-professional integration policy. This resulted in the training of 300 young persons in entrepreneurship programmes for hydro-agricultural development work, the training of 13 trainers in entrepreneurship, the initial certification of 240 young persons at the vocational training centres, and the certified training of 160 young graduates under the SP/PR.
- Many youth not attending school are taught a trade to facilitate their integration into the labour force. The Government trained 500 young persons in the National Participation Service, and continued vocational training for the Federation of Artisans for retraining and/or refresher courses for 90 young persons (20 in welding, 20 in woodwork, 10 in automotive mechanics, 10 in general mechanics, 10 in information technology, 10 in construction, and 10 in electricity).

The **Nigeria** PRSP (December 2005) uses targeted interventions such as entrepreneurial development and educational programmes, including equipping adult and youth vocational centres to address functional literacy and the acquisition of occupational skills to help vulnerable groups such as youth. The PRSP sets out a strategy regarding youth empowerment. Specific interventions include:

- Expanding opportunities for vocational training and entrepreneurial development;

²⁸ It could be interesting to assess the possibilities of up scaling these projects.

- Providing facilities for sports and recreation (public sports facilities and parks);
- Promoting the arts and culture;
- Campaigning against drug use and abuse, cultism, prostitution, and trafficking of women;
- Increasing awareness about the dangers of HIV/AIDS and other sexually transmitted diseases.

Nigerian youth organizations such as the Boy Scouts, the Girl Guides, and the Boys Brigade are being revitalized in order to promote patriotism, discipline, and cooperation among youth. Opportunities for Nigerian youth, especially in the choice of profession, will be increased through youth exchange programmes and other avenues that expose them to international best practices. More specifically, with regard to youth employment, public works, such as road maintenance and agriculture-based schemes, will be used and access to credit for youth under existing arrangements will be increased.

Addressing Vulnerability

The **Cote d'Ivoire** PRSP (January 2001) does not comprehensively include youth employment, although it sets out an employment policy and the inclusion of youth is evident in areas such as in expanding industrial activity. The Government seeks to continue with liberalization, rehabilitating the business environment, and developing a framework that promotes the creation and expansion of SMEs and Small and Medium sized Industries (SMIs). The Government established a plan to use industry to generate added value and create jobs to reduce youth unemployment and poverty

The Government of **Guinea Bissau's** PRSP (September 2000) does not explicitly outline its policy for youth employment, although youth are included among the vulnerable groups identified. The Government seeks to embark on complementary initiatives targeted at vulnerable groups, such as:

- Promoting initiatives that generate employment for youth,
- Launching infrastructure works, particularly those which are labour-intensive projects;
- Rehabilitating some 3,000 low-cost dwellings damaged during the military conflict,;
- Activating the Social Action Fund to support low-cost, income-generating activities;
- Reintegrating ex combatants, many of whom are youth.

The PRSP supports the reinsertion and reintegration of about 12,000 demobilised men. Criteria for demobilization of soldiers and on eligibility to assistance under the Demobilization, Reinsertion and Reintegration Programme (DRRP) was set out, a personnel census was completed, an independent financial management and procurement system was set up and a pilot phase was concluded, involving the demobilization of 500 ex-combatants. There was also approval for the Guinea Bissau youth employment promotion programme.

Mauritania's PRSP (March 2002) promotes the social inclusion of marginalized and excluded groups and their integration in the economic process through programmes for the protection of youth and children in difficult circumstances and developing systems for targeting, diagnosing, collecting and analyzing data on vulnerable groups. Youth employment is addressed with a Government plan, in collaboration with the private sector, to incorporate young graduates in qualification training, skills conversion, and insertion as literacy instructors.

The development of vocational training for unqualified youth and promotion of women's access to vocational training was promoted. Furthermore, three regional vocational training centres (Kiffa, Néma, Atar) were established, with qualification-training programme offered in each. The training programme was also extended to include mobile units to reach more regions in Mauritania. Qualification and micro enterprise management training programmes were provided for 370 women and qualification-training programmes were introduced in numerous regions of Mauritania. Furthermore, the National Vocational Training programme was implemented to make national policy more comprehensive and uniform.

Mauritania's PRSP Progress Report of June 2003 reveals that:

- The Commission on Human Rights, Poverty Reduction, and Integration (Commisariat aux droit de l'homme, à lutte contre la pauvreté et à l'insertion) CDHLCPI has trained 230 unskilled youth in small urban trades such as carpentry, electrical, and plumbing.
- The programme on integration of jobless graduates has made it possible to integrate 1,229 youth, 60 through financing micro projects, 63 through MFIs and the rest through public administration and CDHLCPI projects.
- Additionally, there is a successful continuation of window services made available by CDHLCPI in the form of a one-stop shop for registering and orienting graduates.

b. Budget and Inclusion of Youth Employment in PRSPs

The issue of youth employment has only recently been acknowledged as an important component of the global agenda for poverty reduction and development. Therefore, it is not surprising that there is an acute lack of specific project information and budgeting for youth employment, even at the national level, in a region such as West Africa.

In general, the availability of data on budget and expenditure on youth employment for Governments in West Africa is extremely low. Sectoral expenditure is often presented in very broad terms thus youth employment expenditure falls into various categories or is not defined at all. The most comprehensive information available is found in PRSP reports and PRSP progress reports. However, for most West African countries even these reports do not provide a sufficient data. Only Burkina Faso explicitly indicates expenditure on the promotion of youth employment, whereas other countries do not distinguish youth employment expenditure from general employment generating activities expenditure or even more broad poverty reduction expenditure.

The table below attempts to categorize the level of inclusion of youth employment in West African Countries' PRSPs and approximates the budget allocation for youth employment. In light of data issues to be defined subsequently, it is evident that only a vague approximation can be made of the actual levels of expenditure on youth employment.

Table

Countries	Inclusion of Youth Employment in PRSPs	Budget Allocation for Youth Employment in PRSPs
Benin	Not Included	N/A
Burkina Faso	Youth Employment Mainstreamed	According to the 2004 Burkina Faso PRSP, the budget for expanding opportunities for jobs and income generating activities (2004-2006) includes: The promotion of youth where USD 11,029,018 was sought but no money was actually committed. To strengthen capacities for vocational training and job promotion USD 15,097,180 was sought but only USD 4,547,093 was lined up. To improve access to credit USD 16,332,373 was sought but only USD 2,094,023 was actually committed.
Cape Verde	Not Included	N/A
Cote D'Ivoire	Targeted Youth Among Vulnerable Groups	Cote, D'Ivoire, whose PRSP mainly indicates private sector development as a means to promote youth employment, spent USD 130,658,322 in 2004 on private sector and agricultural development.

The Gambia	Youth Employment Targeted	The Gambia PRSP progress reports, for 2004 and 2005, indicates only the total PRSP initiatives expenditure, including both government and donor funds, of USD 104,002,738 in 2004 and USD 100,838,565 in 2005. The percentage of this amount going to various sectors is indicated. However, only broad sectors such as education (13.3%) or Health and Social Welfare (9.9%) are presented. Thus there is not clear indication on the budget actually targeting youth.
Ghana	Youth Employment Targeted	According to the PRSP Progress Report of Ghana for 2004, the category of "Other Poverty Expenditures" includes Vocational and Employable Skills (among other sectors such as Governance, Human Rights, Public Safety HIV/AIDS and Environmental Protection). The figure given as the actual expenditure in 2004 for the "Other Poverty Expenditure" category is USD 139,176,939. However, it is not possible to ascertain how much of that amount is devoted to the youth employment programmes.
Guinea	Not Addressed Specifically	According to the 2006 PRSP progress report for Guinea, the spending on Technical and Vocational Education was USD 1,820,641 in 2004 and USD 2,297,010 in 2005. The expenditure on Social Affairs and other categories affecting youth were also indicated but there are no details on the amount spent specifically on youth.
Guinea Bissau	Targeted Youth Among Vulnerable Groups	The budget was not outlined in their Interim PRSP from 2000 (this is the most recent PRSP).
Liberia	No PRSP available	Not Applicable
Mali	Youth Employment Targeted	The Mali PRSP Implementation report for 2003 and 2004 only provides percentage indicators for sectoral expenditure, with education representing approximately 14% and social sectors 7% of the budget. The breakdown of the sectors is very broad providing very little information on youth employment.
Mauritania	Target Youth Among Vulnerable Groups	Provides only expenditure framework for education. USD 1,290,084 was allocated to technical and vocational training in 2004.
Niger	Youth Employment Targeted	The PRSP for 2005 provides information for broad categories of expenditures for the year 2004, such as social development education and health, were provided; specific priority area expenditures were not presented.
Nigeria	Youth Employment Targeted	Only the percentage of budget allocation to each broad sector is provided in the 2004 PRSP report. Despite the fact that the PRSP states that capital investment is needed in critical sectors for employment generation to help ministries to implement medium-term sector-wide strategies; there is no listing of the size of these

		investments.
Senegal	Youth Employment Mainstreamed	According to the 2004 Senegal PRSP, the breakdown of investment by sector includes USD 6,724,156 for Education and Training and USD 1,098,207 in Microfinance in 2004. The percentage of youth targeted was not indicated.
Sierra Leone	Youth Employment Mainstreamed	The Sierra Leone PRSP for 2005-2007 indicates a projection of total budgetary resources without presenting a sectoral distribution of the budget.
Togo	No PRSP available	Not Applicable

Issues with Determining Expenditure on Youth Employment

Issues regarding budgets for youth employment in PSRP reports include the mismatch of policies and projects as compared to the actual budget allocations. For example, in the PRSP for Ghana, the Ministry of Manpower, Youth and Employment is indicated as being largely responsible for programmes and projects outlined for youth employment. However, in the Ghana PRSP progress report, the budget allocation to Government Ministries does not include the Ministry of Manpower, Youth and Employment.

In many of the PRSPs, although numerous projects are defined for youth employment, no subsequent budget is explicitly stated, making it impossible to judge their effectiveness and coverage or to evaluate their impact. Many countries that have programmes for youth employment outlined, such as Mali, Niger and Nigeria, still only state broad categories in the budget like Education and Social Development. Thus the importance given to youth employment in the PRSPs is in question as there is no actual indication of the funds devoted to it.

Also in Ghana, the budget for employment promotion is lumped together with other poverty reduction expenditure, and, there is no indication of how much of the employment promotion budget is allocated specifically targeted at youth. In Guinea and Senegal, youth fall into many sectors of the budget. Thus it is not possible to determine the percentage of expenditure on micro credit, or vocational and entrepreneurial training that is targeted specifically towards youth. It becomes necessary to look at the programmes and the percentage of youth in the region to approximate the levels actually targeted at youth, which results in only vague estimates on impact. Moreover, other sources of data such as Ministries of Finance do not make available the specific breakdowns of expenditure to supplement budget information provided by the PRSP reports.

It is clear that in order for West Africa to seriously tackle youth employment issues there needs to be explicit and transparent budgeting to accompany programming. It is essential to clearly define youth employment not only in terms of policy goals but actual budgeting and funding in PRSPs in order to usefully gauge the impact of these

programmes in the region. Comprehensive impact evaluation is essential to improve and refine future programmes to maximize their effectiveness.

c. National employment policies

Youth employment issues are being integrated into national development plans such as national employment strategies, adopting macroeconomic, structural and social policies and programmes to promote broad-based growth.

Cote d'Ivoire's youth employment policy, linked to the PRSP (January 2001), aims at creating a framework to promote the social and economic development of young women and men. The government-implemented measures include the construction and outfitting of new socio-educational centres, the renovation of existing centres and the involvement and participation of local groups and youth in managing these centres. A multi stakeholder approach fostered partnerships between associations and municipal officials and between federations and the administration. Civic awareness among youth was promoted and a framework for exchange with youth associations, such as annual youth conferences was established. Furthermore, Sports was used as a means to involve youth through building and equipping a number of local sports facilities, building infrastructure (gymnasiums, pools, multi-purpose track facilities) and revitalizing the Centre for Sports Medicine.

As a first step in the fight against unemployment, under-employment and poverty, the government of **Gambia** formulated the national employment policy (2002), which is now translated into the National Employment Action Plan 2003 – 2008.²⁹ The employment policy covers income policy and social security, employment and human resource development, labour intensive and public works programmes in national employment promotion, a focus on youth employment, vocational education and institutional arrangements for implementation. However, the Plan has yet to be implemented due to funding constraints.

The Plan recognises the disproportionate rate of youth unemployment and, although youth employment is not mainstreamed, it is considered a major project area. Specific projects include:

- Expansion of the National Youth Service Scheme, a project to promote the mental, physical and psychological development of youth. Strategies include training, on-the-job training, placement, extension services and credit support.
- Employment through the Environment Management Project, which focuses on areas of population concentration and youth employment.
- Youth Enterprise Development Fund trains youth of both sexes in enterprise development skills such as business and basic management skills.

Skill training is a key component of Gambia's policies to address youth unemployment. The government, in December 2002, through the National Assembly, established the National Training Authority, a private autonomous observatory for co-ordination of all training institutions, which regulates skills training, and appropriate

²⁹ In the PRSP Annual Progress Report (January 2006) the generation of increased and sustained employment has been a major objective of the **Gambian** Government.

technology in the country. The priority areas for the National Training Authority include:

- Training and re-training of technical teachers/instructors in the different trade areas i.e. electric/electronic, building construction, carpentry, and joinery, welding and fabrication etc;
- Upgrading the apprenticeship system to meet the labour requirements of the country;
- Encouraging the establishment of more training institutions; and
- Promoting the exchange of instructors in skills training from the different levels of training in the country.

Government and private sector partnerships are promoted to make these programmes more viable and sustainable.

The national employment policy of **Ghana**, which is embedded in the country's Poverty Reduction Strategy (November 2005), addresses the needs of youth, women and people with disabilities. It promotes the establishment of a countrywide network of Public and Private Youth Employment Centres and alternative livelihood programmes. Labour-based technology in infrastructure development and other works, including youth in agriculture programmes are also being undertaken.

Mali's Employment Policy targets vocational training and strengthening initiatives such as the Consolidation of Professional Training Projects and Vocational Training and Employment Support Project. The National Agency for Employment Promotion and the Professional Training and Apprenticeship Fund are instrumental in these strategies.

The **Liberian** government has developed the Liberian Emergency Employment Action Programme (LEEP/LEAP) in an effort to address the massive unemployment situation that plagues the country. The immediate focus of attention is on creating jobs quickly while designing employment programmes that assure sustainable development. The strategy draws heavily on the ILO's Global Employment Agenda (GEA), which offers a framework for employment policy, and inspires national government to establish employment strategies. The programme has five initiatives, which aim to:

- 1) Boost employment through public works investments;
- 2) Enhance skills training;
- 3) Facilitate the graduation of the informal economy and boosting the small and medium enterprise sector;
- 4) Improve the collection of labour statistics and market information; and
- 5) Promote social dialogue and strengthening of labour administration.

At the national level, the programme is managed by the Ministry of Labour in tandem with a steering committee of relevant ministries, donors and NGOs. The role of the national committee is to serve as a facilitator, managing the flow of information to avoid duplication, coordinating and integrating project interventions to enable the development of regional economic development plans. The labour-intensive public

works part of the programme, which began this year, will be discussed in greater detail in Section IV of this working paper.

d. National action plans on youth employment

In order to encourage countries to develop a comprehensive approach to youth employment, the UN General Assembly suggests all UN Member States formulate a National Review and Action Plan on Youth Employment.³⁰ A guidance note was prepared encouraging Governments to review past and current policies, to develop an integrated concept for employment policy through a consultative process, to base their action plans on the youth employment challenges identified nationally.

A number of countries have responded to these initiatives of the UN and stepped forward to join the group of Lead Countries of the YEN. By doing so they provide political commitment to the issue of youth employment on the highest political level and commit themselves to develop national action plans on youth employment as well as share their knowledge and experiences among the grouping. In the West African region, the YEN Lead Countries are Mali, Nigeria, and Senegal.

The **Senegal** National Action Plan for Youth Employment (December 2004) sets out structured measures for the promotion of youth employment including creation of waged employment, non-wage employment, information, orientation and consultation, special programmes for young women, youth with disabilities and institutional development.

For wage employment, initiatives to improve the employability of youth and the access of youth to the labour market include:

- Programmes to increase capacity;
- Qualification Training Centres at the local level;
- Enterprises for the training and employment of youth.

For non-wage employment, initiatives to increase the access of youth to income generating activities and micro enterprise include:

- Promoting the entrepreneurial culture among youth;
- Promoting the culture of saving;
- Supporting the development of income generating activities and micro enterprise.

For information orientation and consultation, initiatives to increase communication about youth employment and access to information encompass:

- Creation of resource centres for youth;
- Reinforcement of resources and means of intervention of the ANEJ;
- Creation of meeting places and information on youth employment and the mobilization of social corps.

³⁰ United Nations General Assembly Resolution [A/RES/57/165](#) (December 2002) on Promoting Youth Employment, United Nations General Assembly Resolution [A/RES/58/133](#) (January 2004) on Policies and programmes involving youth, and [December 2004 Note verbale](#) providing guidelines for the submission of national reviews and action plans.

For young women, initiatives to promote economic leadership by young women include:

- Development of an entrepreneurial culture among young women;
- Specifically allocating funds to women.

The overriding goal of **Mali's** Youth Employment Programme is to “*contribute to the social and economic development of Mali by giving youth all the opportunities to learn, and for those of legal age to work, to do so in a secure and viable environment*”. It centres on three components: (1) reinforcing the employability of youth through education, apprenticeships, internships and vocational training (2) developing youth entrepreneurship and, (3) increasing access to credit and financing.

The programme involves various stakeholders including the State, the public sector and the beneficiaries. Initially, cooperation agreements between these stakeholders define action to be taken on training, skill creating internships, apprenticeships, creation and management of SMEs, and finally on the mobilization of and management of credit lines.

The expected outcomes include:

- Creation of a document that unites all stakeholders in addressing the issue of youth employment.
- Participation of 30 000 to 50 000 youth in apprenticeship schemes, vocational training, and professional aptitude training.
- Employment secured for 20 000 youth in waged or self-employment after the completion of their apprenticeship, vocational training, or professional aptitude training.
- 50 000 to 100 000 recipients of business and entrepreneurship training.
- Elaboration of 20 000 business plans.
- Financial assistance provided for 1000 projects.
- Identification of growth sectors and assist youth in these sectors.
- Construction of a viable database of available jobs, internships, apprenticeships, and vocational training.

e. Other national initiatives

The National Action Plan on Youth for **Sierra Leone** (May 2006) aims to provide immediate employment opportunities for young people and develop a medium and long-term strategy for tackling youth employment. Broadly, the programme has the following objectives:

- Increasing direct and mid-term employment and self-employment of youth in key sectors (in line with the PRSP);
- Enhancing the skill level, confidence and employability of youth to enhance their capacity to contribute socially and economically;
- Centralising youth employment issues in the overall national development framework.

The specific goals are:

- To engage 4,800 skilled and unskilled youth in public works related activities and improve the sanitation and general environmental situation of their communities.
- To coordinate and promote existing youth employment initiatives undertaken by NGOs, private sector institutions and Government Ministries, Departments and Agencies (MDAs).
- To provide training in agricultural production and processing techniques to 16,000 youth for employment in food production.
- To provide entrepreneurship training and grants or start-up kits to 5,000 youth trained for self-employment.
- To conduct a comprehensive study on youth employment and related issues for medium and long term planning and programming.

The strategy of the Sierra Leone Government provides for active involvement of a number of Ministries (e.g. Ministries of Trade and Industries; Agriculture, Forestry and Food Security, etc.) and Agencies (e.g. SLRA, NaCSA) and community groups for the provision of human and material resources and for active engagement in the process. The Ministry of Youth and Sports plays a coordinating, monitoring and supportive role. The programme will focus on six areas:

- **Support to Youth in Agriculture:** This will include continued support to youth currently engaged in agriculture and/or those with agricultural skills that would like to go into agricultural production and processing. There are on-going initiatives in rice production, cassava cultivation, vegetables, horticulture, etc. supported by various agencies such as the MYS/MA&FS, FAO, UNDP, WFP, Action Aid, CORAD-LINKS Project, etc. These projects have attracted a large number of youth into agriculture and there is need for increased support to these initiatives.
- **Youth Agricultural Farm Scheme:** This involves the construction of settlements for the formal and non-formal training of youth interested in the various aspects of agriculture. At least 1,000 young people will be recruited from urban centres and sent to these farms to receive training for a specific period while contributing to production. Each youth will be allocated a plot to produce through the period of their stay. Sale of such produce will be split into three parts;
 - a) Pocket allowance for the trainee;
 - b) Contribution to cost of administration; and
 - c) Bank savings for the trainee to serve as start-up capital on completion of course.
- **Youth Enterprise Development:** Beneficiaries will also be assisted through a programme such as the PEAK performance programme that motivates young people to embark on entrepreneurship, as opposed to waiting for someone to give them a job.
- **Public Works Scheme:** the engagement of youth for specific periods in areas such as feeder roads, maintenance and rehabilitation of roads, township/municipality roads, environmental sanitation, beautification of roundabouts, squares, etc in major towns.

- Youth Employment Study: to determine the number and profile of unemployed and underemployed youth in order to facilitate action to address the situation. The partners on this Study are the Government of Sierra Leone and the World Bank.
- Promoting job creation opportunities in activities of MDAs: to coordinate government responses to youth employment and to ensure that activities are coordinated. The key outcomes include strengthening the collaboration among ministries for youth job creation, the establishment of Chiefdom and District Youth Committees, the enhancement of awareness of youth employment issues and the creation of more job opportunities.

The **Liberia** National Youth Policy (NYP) (December 2005), coordinated by the Ministry of Youth and Sports, targets youth with disabilities, street youth, those affected by HIV/AIDS, unemployed, out of school and ex-combatants.

The areas of intervention include:

- Education and Training: access, affordability and quality.
- Unemployment and Underemployment: Creation of an Entrepreneurial Development Programme with a special youth focus; developing a programme linking vocational and technical training to job training; employment for youth with disabilities; An affirmative action plan for women; establishing an industrial development plan to create linkages between the primary production sectors and increase capacity and create jobs; and revision of labour laws.

Private sector involvement is to be boosted by enabling an environment for business and investment. Public-Private partnership is being promoted in designing and implementing education and vocational programmes, while donor participation distils best practice and global experience for Liberian youth. Youth organizations also play a critical role in the implementation of the NYP.

In summary, it is evident from the range of national strategies adopted in various countries in West Africa that there is a commitment to tackle youth employment issues through comprehensive policy initiatives.

The PRSPs and the subsequent progress reports seem more likely to target youth employment or identify youth among vulnerable groups rather than mainstreaming the issue. Evidence from progress reports indicates that those countries, which targeted youth employment in the PRSPs, have achieved significant progress in addressing their challenges. At the same time it is unclear whether PRSPs, which address youth employment along with employment challenges of other vulnerable groups, have any youth employment specific impact as the assessments deal with the overall issue of economic vulnerability rather than specifically with Youth Employment.

National Employment Policies, which include a strategy to promote the economic and social development of youth, have not been assessed because they have only been recently implemented or the impact on employment generally, has only been concluded. In Burkina Faso and Nigeria in particular, where youth employment has

been mainstreamed, more evidence is being sought to gauge the impact of the employment strategy. Finally, the National Action Plans on Youth Employment developed in Senegal and Sierra Leone have not reached implementation stage.

National policy initiatives addressing youth employment have been formulated in the four focus countries. While Cote d'Ivoire's PRSP focuses on youth among the country's vulnerable groups, it has developed a specific youth employment policy. Guinea's Poverty Reduction Strategy does not specifically identify youth employment under its challenges, yet a National Employment Policy has been operationalised through the National Employment Action Plan. Liberia has a National Youth Policy, which targets youth employment among other things, and an Emergency Employment Action Plan to address immediate concerns. Sierra Leone's PRSP mainstreams youth employment and the government has developed a National Action Plan on Youth Employment. Like other countries in West Africa, there are serious budgetary constraints in implementing the policies.

In addition to a conducive and enabling policy environment targeted youth employment programming activities are needed in order to put policy into practice. It is evident from the budgetary overview presented in this Section that all countries face real funding restraints in implementation. In the following two sections, we will undertake to show a variety of projects in the West African region that can address labour supply and/or labour demand.

IV. Labour demand

This section looks at labour demand focused interventions directed at providing employment opportunities, promoting small- and medium- sized enterprise development and increasing productivity, efficiency and trade of firms. Despite the fact that stakeholders can identify the levers affecting labour demand, many have not been active in developing mechanisms to control them. Job creation is a well-intentioned goal, but as we explore in the chapter, the methods used to create employment tend to be more indirect result of national policies.

Subsection A of this section discusses the advantages and shortcomings of labour intensive infrastructure projects (LIIP). Evidence suggests that while a number of countries have effectively implemented LIIP to address to high unemployment levels of unskilled workers, the outcomes are more likely to be short-term and not sustainable over longer periods. Nonetheless, their value in post-conflict and post-crisis countries with large percentages of underemployed is undeniable.

Subsection B looks at interventions that address firm productivity and trade. One path to job creation is dependent on creating an enabling environment for business to flourish and invest profits into employment conducive capital. The historic evidence for this is compelling: the growth in industry output has been a key element in the successful transformation of most economies, which have seen a sustained increase in their per capita incomes. The most recent example of this is the newly industrialised countries (NICs) and their success in export manufacturing. The present discussion takes as given the relationship between employment creation and the growth of industrial production. It therefore reviews programme options that encourage business to expand investment.

Policymakers and development practitioners agree that the key to developing a private sector friendly environment revolve around issues such as promoting good governance, stable macroeconomic policy, improving infrastructure, establishing the rule of law, enhancing access to financial markets and creating conducive labour market regulation. Subsection C presents initiatives, which promote SMEs while D looks at access to financial capital.

- Promoting good governance. While governance is improving in most African countries, many governance-related constraints remain on private sector led growth. Some of the obstacles are: centralized government structures, inefficient government services, corruption, low integrity of the tax system, and the lack of transparency (UNECA 2004b^[11]).
- Ensuring a conducive macroeconomic environment. Government policy should ensure 2a stable macroeconomic environment conducive to private investments and pro-poor and equitable economic growth. Monetary, fiscal, trade and social security policies should be coherent with the overall objective of increased and sustainable economic growth, employment generation and social protection. Reforms are required at the national and international levels to ensure that West African countries have access to additional financial resources to promote economic development and decent work. International



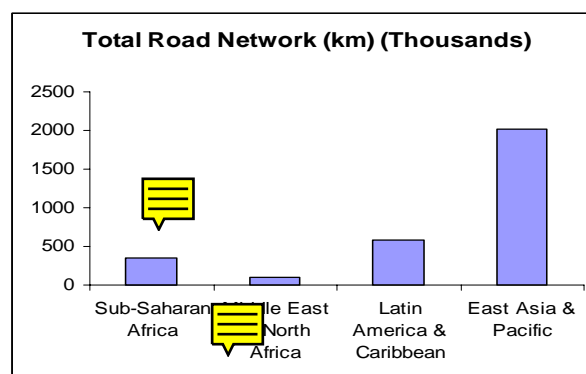
debt relief, including debt cancellation, and increased official development assistance (ODA) are important components of such reforms.

- Improving physical infrastructure. Infrastructure development in Africa has been constrained by a lack of public resources and the difficulty in attracting multilateral development assistance or FDI to this sector.
- Business regulation and the rule of law. Property rights, contract enforcement, and legal red tape for instance can be a significant drag on investment due to the additional costs, which firms incur. Governments should facilitate the ease and good functioning of regulations on new and existing private business (both start up and existing). The regulatory environment for enterprises should create an investment climate that fosters economic growth and the decent employment of young persons.
- Reforming the financial sector. Improved access to loans and other financial service allow firms to make more job-producing capital investments.
- Reforming the labour market. Labour market and social protection policies and employment legislation and regulations, which take into account international labour standards and social dialogue, should ensure adequate protection of young workers as well as the improvement of their employment opportunities.

a. Labour intensive infrastructure projects

Physical infrastructure such as roads, railroads, energy and telecommunications are crucial for development of the private sector and efforts at poverty eradication. For instance, if a country does not have roads to access markets in different areas, enterprises are cannot exploit new business opportunities and expand revenue that could be invested in human and material capital. The same applies to electrification, water and other basic needs for people and firms. According to the World Bank, poor transport infrastructure accounts for 40 per cent of the cost of transport on average and 60 percent in landlocked countries^[12]. Sub-Saharan Africa trails other regions of the world in terms of its stock of infrastructure.

The graph below details the stock of roads, as of 2005, in the developing regions of the world according to World Bank data^[13].



Industrial firms are particularly dependant on good transport networks. However, most private firms do not figure public goods such as infrastructure projects into their business planning. Low levels of infrastructure deter investment and cause business to stagnate or shrink due to reduced growth.

In the absence of public private partnerships (PPP) national governments rely funding assistance. Due to the history of inefficiencies in implementing large-scale infrastructure projects in development history, donors have been generally reluctant to commit funds to this area. It was in this context that the **Senegalese** government developed the Agence d'Exécution des Projets d'Intérêt Public contre le Sous-emploi (AGETIP) in 1989. The concept behind AGETIP was to get the government to delegate responsibility for public works programs to a non-public entity to implement through small contracts. In so doing, the efficiency of the market would allow for solid management of resources. The additional benefit to the plan was the creation of large amounts of temporary jobs, which would alleviate the high unemployment problems facing the country. Since its initiation, AGETIP has become a model public works program with the backing of the World Bank and other donors. It has been replicated in sixteen African countries under the name of AFRICATIP.³¹

The immediate objective of the programme was to generate a significant number of jobs, allocating, on average, 40% of the funds to salaries. The second aim is to improve living conditions in rural and urban areas by focusing on garbage collection, sanitation, road maintenance, school construction and rehabilitation. AGETIP serves as a pioneer in the field of LIIP and its work with SMEs for a number of reasons. Social projects such as the construction of schools, health centres, and access to potable water create employment mainly on a short-term basis. Infrastructure projects like road building require less labour, due to the higher mechanization of work involved, but have increased longer-term effects on job creation as more roads facilitate the transport of goods and people leading to growth in business and trade.

To date, AGETIP projects in Senegal have been 68% social and 32% physical infrastructure development. Another important aspect of labour-intensive projects is the creation and growth of small- and medium-sized enterprises in the building and construction sector. Between the period of 2000 and 2005, AGETIP offered contracts to 387 firms of which 356 were SMEs. The agency has developed an exemplary system of procedures to ensure transparency in the bidding process and payment of services. Furthermore, AGETIP initiated capacity building through training sessions for SMEs on topics such as effective project planning and the bidding process, information technology in construction and management.

After 14 years of conflict the new Government of **Liberia** is being confronted by numerous problems of which massive unemployment, estimated at up to 85%, is the most critical. Job creation is a recognized priority addressed under the framework of a Strategy for Decent Work Program. The LEEP/LEAP programme, which was introduced in the Government Support Measures Section, envisages the use of labour intensive projects for job creation. As the goals of the LEEP are much the same as those of AGETIP, the challenge will be operating in a post conflict situation where basic infrastructure (roads, electricity water supply and sanitation) and essential social services (health, education, communication and transport) have been destroyed.³² Unlike AGETIP the government of Liberia will retain project management control.

The ILO has launched a recovery project in Liberia, the aim of which is to provide jobs to youth while improving quality of life and setting the stage for long-term

³¹ Benin, Chad, Burkina Faso, The Gambia, Madagascar, Mali, Mauritania, Togo, Burundi, Djibouti, Cape Verde, Guinea-Bissau, Guinea, CAR, DR of Congo and Gabon.

³² LEEP/LEAP Draft Project Document p.6

development. Activities include street sweeping, garbage collection, and park maintenance. The first phase involves 120 young people, with two more phases planned, leading to total of 360 jobs created.

The ILO has also started to prepare for an action programme that focuses on job creation. The programme includes the reconstruction of the Bentol road through labour based methodologies, capacity building of the Ministry of Public Works and private contractors, as well as integrated skill training and entrepreneurship development.³³

The German Technical Cooperation Agency (GTZ) in **Sierra Leone** has further adapted the public-private model, in line with the AGETIP initiative, called the Freetown Waste Management System (FWMS). The programme incorporates labour intensive infrastructure projects and promotion of SMEs to address youth employment.

A public works programme such as LIIP was recognized as a short-term solution to the youth employment challenge. Drawing on successful examples in Asian countries, where private waste management systems have been sustainable, policy makers began to consider the option for Freetown. However, the majority of Sierra Leonean cannot afford waste removal on a scale that was profitable for a large company, as in Asia. In recognizing the profitability question, GTZ, the government of Sierra Leone and the Freetown City Council realized that a fee-based option would be profitable for small and micro enterprises rather than medium or large firms.

Accordingly, a waste management authority will be created based on a public-private enterprise. The authority will operate on a profit model yet ensuring services for both rich and poor citizens of Freetown. The company will charge the government fees, enforceable by contract, and pay a percentage of its revenue to the waste management authority. At the time of the writing of this study, the plan was in various stages of implementation with youth enterprises having been formed and undergoing training, financing secured and an anticipated start date of January 2007. If successful, GTZ anticipates that 2000 sustainable jobs will be created.

In order to help increase the success of Infrastructure development projects, certain criteria should be met. First, a clear design of the implementing mechanism must be determined from the outset. The World Bank has defined five types of implementation mechanisms (conventional, sub-contracting, government-run, agency model and the development team model). Second, the desired direct and indirect outcomes, in particular the real employment potential of construction projects must be examined. Stakeholders must agree on the implications of technology and construction methods on employment. Projects should seek to benefit both skilled and unskilled workers. And finally, ensuring the transparent conduct of the project at all stages of the process is critical.

³³ Source: ILO Crisis Website <http://www.ilo.org/public/english/employment/crisis/index.htm>

b. Productivity, investment and trade

A key constraint for African business is the fact that domestic markets are typically small. For this reason, growth potential will come from an increased orientation of output toward export markets. The export sector could play a major role in promoting development, generating new jobs and reducing poverty. Up until now, most countries have been moderate exporters, particularly in manufacturing. Among the barriers that prevent firms from taking advantage of this option are entry and efficiency-related, regulatory and knowledge barriers. In recent years, donor attention and activity has increased in this sector. This change is due in part to the increased favourable trade status that has been extended to Africa from the United States as well the European Community.

Programs place emphasis on key issues:

- Addressing weaknesses in policy, regulatory, and enforcement frameworks for private sector-led trade and investment;
- Furnishing opportunities for African business to enhance their market knowledge and management skills by providing exposure to business operations in other regions;
- Improving access to financial services for trade and investment.

The US Agency for International Development (USAID) through the West Africa Trade Hub (WATH) assists businesses in the region to improve their trade opportunities with the United States via the African Growth and Opportunity Act (AGOA). In the absence of a free trade agreement between the US and any African nation, AGOA extends duty free status to products manufactured in the region.

Since opening in 2003, the WATH office in Accra works in three areas to support increased trade: export business development, AGOA support services, and trade facilitation. WATH/Export Business Development focuses on capacity building of business owners through participation. AGOA support services focus on providing technical assistance related to trade issues while trade facilitation support measures is centred on policy and transport frameworks.

In the quarterly report for July-September 2006, WATH/Accra noted significant growth in activities in the region some of which are recorded in the table below. In addition to WATH/Accra, an office has been opened in Dakar that focuses on fisheries and specialty food export products.

Country	Value of exports facilitated in USD	No. of Jobs added (# women)	No. of People trained (#women)	No. of Companies sponsored for Trade shows	No. of Companies receiving technical assistance
Benin	30,000		111(42)	1	5
Burkina Faso	209,580	26	2(2)	4	4
Cote d'Ivoire	151,828	60	1(1)	2	3
Ghana	825,073	5	241(156)	24	13
Mali	50,089	2	2(1)	5	8
Nigeria	195,000	9	120(47)	0	7
Senegal	9,600	4	0	4	4

Within the framework of South-South Cooperation, UNIDO with the support of the Japanese government established the Asia-Africa Investment and Technology Promotion Centre (AAITPC) to promote business linkages in the form of investment, trade, and technology transfer from Asia to Africa. Active in eight African countries³⁴ three of which are located in West Africa, the project promotes increased investment and trade between the two continents. Although physically based in Kuala Lumpur, the AAITPC offers a range of services/information for business communities and institutions as well as business associations.³⁵

AAITPC provides the Asian business community with project profiles for joint ventures in industrial projects, as well as opportunities for Asian firms' participation in the privatization effort in target African economies. AAITPC offers sector analysis reports prepared by UNIDO and other agencies. They focus on textiles, steel, fisheries and leather, providing insights on market size, market players, manufacturing costs, distribution, government industrial policy and the like. It also provides the Asian business community with information on investment opportunities in Africa, and African business communities with contacts of potential investors from Asia.

Trade between Africa and Asia has tripled in the last five years, making Asia the third largest trading partner for Africa (after the European Union and the United States). This growth in African-Asian trade represents a great opportunity for economic growth.³⁶ The competitiveness gap could be reduced through increased exchange of information and know-how. The slow growth in the majority of firms is productivity related. Unless more can be done to increase efficiency, job creation will be slow.

c. Entrepreneurship development

The promotion of small and medium enterprises (SME) has been part of the development portfolio for quite some time, addressing start-ups or existing businesses. There is a growing recognition that informal sector enterprises are large employers of youth and that properly tailored programs can assist in their potential transition to the formal economy. Programs that target the informal sector often incorporate literacy and numeracy components for their beneficiaries.

In **Sierra Leone**, USAID launched the Linkages for Livelihood Security and Economic Development Project, LINKS³⁷ projects which focus primarily on rural communities, expanding productivity and providing livelihoods, and at the meso level, eliminating obstacles or filling niches to improve the flow of inputs to and outputs from communities. The term inputs refers not just to physical inputs for agriculture, but also to labour, capital, information, and services for both farm and non-farm production. The LINKS Program therefore has two objectives: (1) increase production and build economies at the community level through micro-enterprise development and enhancing market-led agricultural innovation and (2) integrate these communities into regional and national markets through increased flow of inputs to and outputs from the communities. A third crosscutting objective is to ensure that a

³⁴ Cote D'Ivoire, Ghana, Mozambique, Namibia, Senegal, Tanzania, Uganda and Zimbabwe.

³⁵ Some of them available through their internet portal: www.unido-aaitpc.org

³⁶ "Africa's Silk Road: China and India's New Economic Frontier," The World Bank, 2006

³⁷ Forthcoming World Bank Sierra Leone Youth Employment Study

critical segment of the population, marginalized youth, are integrated into these dynamic rural economies.

The LINKS program is meant to facilitate more rapid integration of communities into dynamic rural economies by broadening the range, and increasing the productivity, of livelihood activities at the community level. LINKS is being implemented in eleven chiefdoms, the majority of which are also DRP chiefdoms.

CRS has completed the selection process for the disbursement of capital grants for agricultural start-up activities through FFS groups. At the closing of the year, 35 applicants from seven groups had been selected to participate in the business management training. In an effort to stimulate micro-enterprise development, CRS worked in close coordination with ARC to develop the grants strategy. 119 participating communities were briefed on the grants and encouraged to apply. At the closing of the year, 95 successful applicants had been selected to participate in the Making Cents business training conducted by ARC and local partners. Grants are designed to enable small traders, the majority of whom are women, to expand and improve their businesses.

In Côte d'Ivoire UNIDO³⁸ is supporting the work of women's and young people's cooperatives in the North of the country, by promoting businesses that can generate income and job opportunities. The project targets agro-processing in the cashew sector and will specifically focus on improving management skills of the cooperatives, increasing productivity and reducing the manual effort of their work involved in the cashew sector.

In recent years, the renewable energy sector has become a focus for SME development. The UN Environment Programme (UNEP) initiative AREED^[14] provides early-stage funding and enterprise development services to entrepreneurs who seek to establish businesses that supply clean energy technologies and services to rural and peri-urban African customers.

AREED works with African NGOs and development organizations, in Ghana, Mali and Senegal, to help them identify potential energy projects and provide follow-up business support services to entrepreneurs.



The initiative works with lending institutions to help them integrate the rural energy businesses into their lending portfolios. In order to do this, AREED provides workshops and specific hands-on tools centred on rural energy markets and enterprises, appropriate project finance models, financial analysis and risk management issues. Resource tools are also

available that focus on business planning, and management structuring.

AREED applies a particular hands-on form of enterprise development that is similar to venture capital on a smaller scale and with social/environmental ends. In the initial period, significant in-kind support is provided including an AREED representative working closely with the company's management. This support increases the

³⁸In cooperation with UNFPA, FAO, UNDP and UNICEF

probability that a more "bankable" project can eventually be presented to financial investors and partners. Once other partners are committed to a new company, AREED's role diminishes. The intervention is considered successful once AREED experience is no longer needed and the enterprise has reached sustainability, or is capable of attracting outside investment.³⁹

Information and Communication Technologies (ICT) also represent another focus area for business development. *InfoDev*, a partnership between development agencies including the World Bank, gives support to a growing network of business incubators in the field of information technology. For example in **Ghana**, Busy Internet, a joint venture between Ghanaian investors and Busy Internet International has been funded to promote and foster the development an ICT sector in the country. The Busy Internet incubator program began in 2005 to support young companies. Following a competitive selection process, incubates are provided office space within the Busy Internet offices where they have access to internet connectivity, technical business advisory, training and mentorship from industry leaders. The success of the in-house program has led to the development of a "virtual incubation" program.

The increasing attention that is being focused on mentoring and incubation represents a significant expansion in SME development. To harness the job-creating potential of SMEs, it will be necessary to promote entrepreneurship through greater information sharing as well as raising access to finance.

d. Microfinance

Traditionally engineered to target the very poor and women, young people were not seen as a locus of attention for lending mechanisms. As a result, Governments, Microfinance Institutions (MfIs) and commercial banks face the challenge of adapting existing services to this rapidly growing segment of the developing world's population. Since the groundbreaking 2001 UNECA report entitled "Microfinance Best Practices for Youth and Women", there seems to have been little progress in introducing youth specific micro-finance programs⁴⁰.

The barriers that hinder youth lending programs can be principally classified as *age*, *geographic* and *education or skills* specific:

- **Age barriers:** As a general rule, many microfinance institutions will not lend to clients below 18 or 21 years.
- **Geographical barriers:** there might not be any lending institutions in the area where potential customers live.
- **Education barriers:** some young people lack the business skills preparation necessary to effectively manage money.
- **Non-targeted service barriers:** Youth access to financing is subject to constraints that adults do not necessarily face; one of which is the preconception that loans to youth are riskier because of lack of past experience and the type of collateral that they put forth.

³⁹ AREED Website <http://www.areed.org>

⁴⁰ Microfinance Best practices report for youth and women, UNECA, 2001.

The microfinance sector as a whole can only achieve sustainability when institutions follow sound operational guidelines. Stakeholders need to address micro, meso, and macro challenges. The micro level refers to the retail, and financial institutions that provide services directly to clients. The meso level refers to the surrounding activities and infrastructures of the financial sector such as auditors, rating agencies, credit bureaus, networks and associations, and technical service providers. On a meso level, donors have to find ways to complement and not replace private and international social capital, and to accelerate innovative market solutions. The macro level refers to the macroeconomic and policy environment where governments and donors play a crucial role in the support of MFIs through different means. Governments need to “maintain macroeconomic stability, avoid interest rate caps and refrain from distorting the market with unsustainable subsidized loan programs”⁴¹.

The crucial aspects of the state’s interventions are to manage interest rate caps, confer legal status to institution extending loans, and the integration of these institutions with the financial system or ensuring their development as a parallel system. While commercial banks have a legal framework that is developed to regulate and fit their activities, MFIs have a nebulous status that places them somewhere in between the social and financial framework. Government should also refrain from funding MFIs because of the disruptive effects of subsidies on the market.

On their part, donors work directly with the institutions in supporting the emergence of the sector, improving the transparency, efficiency, professionalism, and promoting innovation and overall capacity building. They also work with governments to promote the integration of financial services for the poor into all three levels of the financial system (micro, meso and macro). While these do not necessarily require large investments, they do require commitment and intense technical intervention.

MFIs are usually evaluated along 4 lines: sustainability and profitability, asset/liability management, quality of portfolio, and efficiency. To reach sustainability, MFIs turn to the following principles: rigorous screening and selection of clients, proximity and regularity, tight delinquency control, customer friendly and customer oriented approach, feasibility analysis of income generating activities (IGAs), regular repayment schedules (principal + interest), and streamlined operations. The viability of MFIs relies on matching demand and supply. In this sense, if micro-credit is to be increasingly effective in West Africa it will have to take into account the demographic changes and adapt to a younger market. The most common services offered by MFIs today are credit (individual and group loans), savings (voluntary and mandatory), additional financial services include housing loans, health insurance, and marriage and education loans. Additionally, the provision of non-financial services, such as training of micro entrepreneurs, social education, health and sanitation services etc. constitutes a significant part of MFIs offerings.

The UN Capital Development Fund (UNCDF) has identified essential and preferred conditions for the development of microfinance. The essential conditions include⁴²: (1) Political Stability (2) Sufficient Economic Activity that Can Use Credit Services,

⁴¹ CGAP, *Building financial Systems for the poor*. Key Principle of Microfinance

⁴² Microfinance Development in Liberia, -An Initial Assessment-John Tucker, Deputy Director, UNCDF P.6

and (3) Client Population Must Be Relatively Stable. In post-conflict countries such as Liberia and Sierra Leone, while these conditions are essential for the adequate development of the microfinance sector, the presence of other factors are considered beneficial: (1) functioning commercial Banks (2) Social capital or trust funds and, (3) Macroeconomic stability.⁴³

A collaborative strategy, involving the GOSL; through the MOF and the central bank, UN agencies and donors, was launched in 2004 under the title *Development of a Pro-poor Financial Sector* with a 5 year life. **Sierra Leone's** microfinance sector is presently at a start up stage requiring outside assistance in creating legal frameworks and sharing operational know-how. The feasibility study estimates that 5 to 7 years could suffice for Sierra Leone to move from start up to the consolidation phase of building an integrated microfinance sector. This aim of the program is to develop the microfinance sector of the country through dissemination of best practices, increased capacity building, creation of strategic partnerships with investors and the establishment of a specific microfinance unit in the Bank of Sierra Leone.⁴⁴

Senegal has passed a national policy for the promotion of microfinance. The budget for the first phase (2005-2010) has been set at about USD 15 million⁴⁵. Drawing on the experience of foreign governments and the participation of donors, the policymakers have identified 4 priority axes of intervention. First, *more effective legal framework for MFI* includes increased audits leading to higher transparency, developing national policies favouring MFI, and creating regional microfinance regulations. Second, *Enabling viable and differentiated offers by MFIs*, diversifying the loan packages to fit the needs of the various clients. Third, *Creating favourable conditions for linkages between commercial banks and MFIs so as to increase SME support*, allowing for easier cooperation between commercial banks and MFIs for long term services supply, such as ATMs, and financial centres and progressively integrate MFIs into the financial markets. Fourth, *creating an institutional framework allowing for an articulated and cohesive national plan for microfinance*, which includes reinforcing the professional structure of the sector, ensuring adequate promotion, and linking and incorporating the national microfinance strategy with the overall development goals.

Furthermore, in line with the PRSP and the stated objective to encourage innovation and self-employment, the FNPJ, whose mission is to promote entrepreneurship, has reached an agreement with the United Nations Environment Programme AREED, and will co-finance projects proposed by young Senegalese entrepreneurs. AREED is also in negotiations with the Economic Promotion Fund, a government agency aiming at promoting SMEs, and the Crédit Mutuel, a national bank, to follow suit⁴⁶. The FNPJ fills the gap in using its specialized agencies to increase outreach.

⁴³ http://www.gdrc.org/icm/disasters/Following_Conflict_Brief_4f.pdf , Environmental Conditions for Successful Post Conflict Microfinance, USAID, P.4

⁴⁴ The programme cost budget is US\$8.83 million, of which US\$ 2,500,000 provided by UNDP/SL and \$3m

⁴⁵ <http://www.senegaldeveloppement.com/docs/secteur%20microfinance.PDF>

⁴⁶ UNEP/UNF Portfolio Annual Review, January - December 2003

http://www.unep.org/PCMU/reports/Portfolio/energy_and_climate.pdf

Guinea is a country that has long endured a tumultuous socio-economic situation. Corruption has afflicted the business environment and government policies have to some extent isolated the country. However, the Crédit Rural de Guinée (CRG) has been cited as a positive example of cooperation in building up and maintaining growth of a credit institution. Created in 1998 with financing from the French Development Agency, and technical assistance from the IRAM (The Research Institute for Application and Development Methodologies), CRG aims to provide credit to all Guineans and in particular to rural people. In 2001, the company became a Société Anonyme (SA) whose shareholders were of 40% local credit unions, 35% external partners, and 25% distributed among the State, and IRAM. By the end of 2005, with 2.3 million EUR in loans, a portfolio of 4.2 million EUR and more than 140 000 active borrowers, the CRG is the first and only national microfinance operator in Guinea. The institution reached operational self-sufficiency in 2004. The agency is deemed to have a “positive” trend because it has been the only entity that has been able to expand its activities; an “uncertainty” remains present due to the volatile inflationary situation in Guinea. The CRG has been able to somewhat adapt its products as it grew; agricultural loans, sustainable rural credit, and short and medium term loans are part of its offerings.

This example also shows good practices by donors (French Development Agency, and IRAM) who ensured capacity building of the institution’s staff and practices, along with government interventions to secure a viable environment for the bank. Roles were respected and even in a tough environment, stability was reached allowing for increased outreach and development of future services by the institution.

Financing itself does not create jobs. It has to be coupled with education and skills to handle loans, make payments and manage productive operations. A number of MfIs have therefore increased their non-financial services to offer business training. Liberty Financial Services, the micro-credit branch of the American Refugee Committee that operates in **Sierra Leone, Guinea and Liberia**⁴⁷ has incorporated business training into its loaning process. Liberty Finance provides Solidarity Group Lending with group size of 7 to 10 members. Over 80% of clients are women. Liberty Finance is also helping people to start loans and savings groups. Credit training and close follow-up mentoring is provided to each of the clients participating in the program. Groups that qualify for loans participate in training in loan policy and credit as a prerequisite for receiving a loan. During this exercise, the clients are taught about the requirements for the loan, the repayment policy, the loan contract and the daily “susu” record (African traditional savings club).

Due to the large informal sector in Sierra Leone, the demand for micro financing is substantial. The UNCDF estimated an unmet demand of between 76,000 and 145,000 clients in 2005, with a potential loan volume ranging from US\$24.8 to 43.5 million⁴⁸.

ARC/Sierra Leone developed linkages between microfinance and youth by targeting training programs by providing local NGOs with business training tools (not clear) for youth on a cost recovery basis. These services were initially subsidized through

⁴⁷ http://www.arcrelief.org/site/PageServer?pagename=programs_liberia_microenterprisedevelopment

⁴⁸ microfinance sector development in sierra leone - an assessment- peter kooi, john tucker, june 2003 p.26

vouchers. However, ARC is now working intensely to widen its reach and provide these services to local MFIs and ROSCAs, anticipating the evolution of microfinance services to youth⁴⁹.

In Guinea, ARC has developed linkages between apprenticeships and microfinance for ex-combatants. The program was designed to promote employment and entrepreneurship among youth and ex-combatants. Funding was used to rebuild the local artisan base and provide youth with training. Local business operators agreed to create apprenticeship positions in return for material and financial grants. The result was that apprentices gained experience, and it was in the interest of the artisans to hire the youth who they had trained as apprentices.

The Local Enterprise Assistance Program (LEAP), run by the Association of Evangelicals of Liberia, provides an insightful perspective on a number of issues facing MFI in post conflict areas. Created in 1994 in the capital Monrovia, it was expanded to more rural areas until hostilities erupted, necessitating a scaling back of activities. With the cessation of fighting, LEAP restarted activities but not without facing difficulties in securing funding as a result of the risk associated with the unstable environment perceived by donors who do not usually partake in financing MFIs. Today, LEAP's donors, include (World Relief USA and Canada, and the UNDP). Donors have recognized the importance of microfinance as a way out of poverty and conflict, which has been fundamental to the survival of LEAP's activities.

With three branches in the country, a head office in Monrovia, and representations in Gran Bassa, and one in Magrbi, LEAP is now focusing on village banking as its primary mode of operation. Clients are asked to attend weekly meetings for three months after the loans are disbursed and encouraged to increase their savings level. The loan period ranges from 4 to 8 months with an average interest rate of 5% monthly. Although not yet self sufficient and despite some insufficiencies in capacity, LEAP should be cited for some noteworthy accomplishments. In particular, the program has been successful in changing public perception of microfinance from a one shot loan to financing opportunities that could benefit them in the long run .

To date, governments have shown support to a regional solution addressing youth employment issues. The Central Bank of West African States (BCEAO), the CFA franc and the Monetary Union of West African States (UEMOA) set the basis for such regional approaches. Regional integration of microfinance services implies institutional and commercial coordination, which encourages efficiency. This efficiency could eventually lead to reduced operational costs allowing for greater access or accrued functionality and service offers. Taking advantage of these synergies, the UEMOA/BECEAO/West African development Bank created the Regional Bank for Solidarity that is based on a network of urban and local branches for increased access, including specialized branches in micro-credit and ICT, a Trust Fund in charge of collecting donations and financing, support actors to local banks, decentralized and postal financial services.

⁴⁹ Microfinance, Youth and Conflict: Emerging Lessons and Issues, Nargarajan, March 2005 P.4

Conclusions and Recommendations:

The evidence presented in this Section indicates that labour intensive infrastructure projects (LIIP) are typically a very efficient option for providing jobs for large numbers of unskilled workers. However, the jobs are generally short-term and not sustainable. Yet, if they are combined with skills development in areas such as literacy and numeracy, this can increase the employability of participants. The AGETIP model has been replicated in many countries in the Africa region and a more sustainable model is currently being implemented by GTZ/Sierra Leone. Among the challenges of LIIPs are how to achieve greater local market impact and gender balance. LIIPs focus on social and infrastructure development, with the former being more predominant but creating fewer market expansion linkages. Generally, women have not participated in road building and other heavy construction projects due to social and cultural norms. The ability to provide micro-credit to women in the construction localities may be an option for creating cottage industries such as food preparation, etc.⁵⁰

The productivity, investments and trade discussion suggests that reforms to attract and sustain local and foreign investment should focus on rule of law and good governance, a conducive macroeconomic environment, financial sector reforms and buoyant capital markets. As many markets in the region, particularly in the four focus countries, are very small in size, trade represents the strongest return on investment. Multifaceted measures that support African firms and assist them in developing lobbies for private sector reform have proven valuable.

SME promotion programs are available to existing and start-up firms, yet microfinance venues open to youth have not been fully developed. This is due, in large part, to age, geographic, education and non-targeted service barriers, which prevent young people from accessing credit from banks and perpetuate the view that young women and men are a business risk. Targeted efforts to support microfinance institutions (MfIs) have been successful, with concerted efforts made at the macro, meso and micro levels. This specifically translates into fostering enabling policy frameworks, finding sustainable mechanism for MfIs to raise capital and enlarging physical access to outlets.

⁵⁰ It is worth investigating whether women are more involved in social infrastructure development such as schools and health centers.

V. Labour Supply – enhancing employability

Labour Supply program interventions are directed at addressing education and vocational training issues, apprenticeships, entrepreneurship training and labour market services. The overwhelming emphasis of support programmes is on this side of the employment equation. Programmes can be classified under four heads: education, vocational training, entrepreneurship and labour market services.

Historically, education systems in West Africa have been unable to provide young people with the skills needed to lead productive lives. The region is characterized by low enrolment rates in primary school with as many as 19% of children without access to school, compared to 6% on average in Africa. Furthermore, schools systems face difficulties retaining students until completion of primary level. Even upon completion of primary level, the poor quality of education does not guarantee functional literacy. For example in Ghana or Nigeria, 13 years of schooling is needed for 90% of the population to become fully literate, compared to 7 years in Benin or Togo.⁵¹

An analysis of West African education systems divides the region into two distinct groups. The first group includes countries that are more advanced in achieving the Millennium Development Goal of universal primary education (UPE) by 2015 (Cape Verde, Ghana, Nigeria and Togo). The second group (Benin, Burkina Faso, Cote d'Ivoire, The Gambia, Guinea, Guinea-Bissau, Liberia Mali, Mauritania, Senegal and Sierra Leone) is still far from meeting UPE and face marked challenges in providing primary education, both in terms of quality and quantity.⁵²

In addition, low transition rates to secondary level and the shortage of technical and vocational training institutes give further cause for concern and concerted action. Only 5% of secondary students in the region participate in technical training, in contrast to almost double that for the whole African region. UNESCO reports the shortage of technical training to be particularly low in The Gambia, Nigeria and Senegal where this type of training is practically nonexistent (less than 3% of secondary pupils).

The increase in non-public institutions of higher learning in Africa represents a concerted effort to better educate young people for the future. In raising the educational standards at the university level African economies will reap benefits as well. First, students will be better prepared for the job market with skills relevant to the knowledge economy. And second, employers should attain higher productivity and efficiency levels because their employees are more competent at their jobs.

Business education programs and labour market services have a solid presence in West Africa. The increase in these interventions is intended to augment the options available to young people as they consider career paths. In this area, youth organizations and NGOs play a particularly pronounced role in non-formal education through mentoring and sharing-information with young people.

⁵¹ “West Africa Sub-regional Statistics and Analysis,” UNESCO (BREDA) 2006, p.41

⁵² Ibid, p.44.

Regardless of focus, programs that seek to invest in human capital have some similarities when it comes to good practices. In order to expand the opportunities for success interventions should be feasible, flexible, efficient, replicable, sustainable and relevant.

a. Primary and secondary education

Education is recognized as the cornerstone for development. Children and youth need to receive equal access to basic education to improve their employability and to prepare them for both professional and private lives. Experience and consultations reveal that in order for investments in formal and non-formal education to be cost-effective and have maximum crosscutting impact, programs should consider:

- The specific socio-economic situation of young people and their families. Oftentimes, the financial position of households necessitate the earning potential of younger members of the family or the need for assistance in care for younger siblings and the accomplishment of household chores force parents to remove children from formal learning environments.⁵³
- Reinforcing parents' awareness of the benefit of education, especially for girls. As part of the education and Community talks, UNICEF supported the Benin government to send trained community workers to act as the families' link to schools.⁵⁴
- The importance of young peoples' participation in decision-making as integral to the success of interventions. The UK Department for International Development (DfID) highlights the achievements in the Everychild, **Brazil**⁵⁵ project which aims to increase the participation of children in education policy and vocational training skills training programmes.
- Where possible the private sector should be included in curricula development so as assure that student are equipped with knowledge and skills that are marketable for employment.
- Incorporating entrepreneurship, business skills and saving methods in the classroom teaching at early stages of the learning process provides youth with valuable life skills.
- A system of quality assurance of teacher training and pedagogy materials so that public and private institutions have a minimum equivalency standard which they are obliged to respect.
- In post-conflict countries, schools refurbishment and new construction in rural areas not only furnish inhabitants with educational outlets that have positive externalities on poverty reduction but also create important short-term jobs for the employed.
- Introducing mentoring and career counselling components into school curricula to help students make better informed learning and career decisions.

⁵³ Youth Unemployment in West Africa, UNOWA, p.14.

⁵⁴ Ibid, p.15.

⁵⁵ DfID Action Plan on Children and Young People's Participation 2004-2005, p .6.

To this end, FAO and UNESCO are leading a partnership, which aims to address the needs of rural youth through the Education for Rural People (ERP) initiative. Launched at the World Summit for Sustainable Development (WSSD) in 2002, the program invites organizations with a focus on improving basic education rural areas to join the umbrella initiative. The impetus for ERP stems from the recognition that if rural people do not have better access to basic education, the Millennium Development Goals of poverty and hunger eradication and universal primary education will not be achieved by 2015. Moreover, while education is a right on its own, basic education is also one of the conditions for food security and sustainable development.

Although the value of education in improving agricultural productivity, food security and poverty reduction, the development of frameworks linking the rural space to learning is still in the early stages.⁵⁶ Perhaps, the neglect of rural areas in favour of urban centres is due to the significant migratory trends that have been witnessed in recent years. Nevertheless this movement of populations to urban areas does not mask the fact that the great majority of people are still rural and dependent on agriculture for their livelihoods. More importantly, the lack of basic learning opportunities is both a contributing cause and effect of rural poverty in low-income countries.

As was acknowledged in section II, many rural children never enter a classroom and a large percentage of those who do so fail to complete the primary cycle. While children and youth, whether rural or urban, face similar obstacles to getting an education such as poor curricula and quality of school inputs, statistics show that rural students are in most cases worse off than their urban peers (table below).

% of Schools having school facilities	Burkina Faso	Côte d'Ivoire	Mali	Senegal
Water Supply				
Urban	83.6	61.5	--	79.7
Rural	62.3	61.5		43.2
Electricity				
Urban	32.8	50.9	90.1	91.9
Rural	2.2	15.6	69.1	93.9
Toilet				
Urban	68.7	50.0	--	79.7
Rural	52.8	33.9		43.2
Blackboard				
Urban	94.8	98.1	--	95.2
Rural	91.3	89.1		90.0

The programs highlighted in this section are structured to improve the weaknesses of the education system on the primary level, both formal and non-formal, in the various countries in the West Africa sub-region. The projects should be scaled up and

⁵⁶ <ftp://ftp.fao.org/docrep/fao/006/ad423e/ad423e01.pdf>

successes in addressing equity, access, teacher and material quality, and infrastructure replicated where possible.

The National Education Department in **Senegal**, whose responsibility includes primary and secondary education, is currently in the test phase of a new program, in cooperation with UNESCO, called Youth and Adult Education (EQJA). The development of EQJA is rooted in the Dakar Declaration of 2000 and Goal 3 of the Education for All Framework: educational equity. The program aims to provide basic education to the significant number of school dropouts. In 2004, Senegal had an enrolment rate of almost 80%. However, the completion rate for primary education was only 52% and middle school enrolment was 29%.⁵⁷

EQJA seeks to give school dropouts the opportunity to acquire further basic education, in particular in communication, basic scientific and technical skills. The pilot phase is being conducted with small groups from, for example, the food sector or young people in Koran schools. Before the program becomes fully operational, a number of issues such as age, gender, duration and place of training need to be addressed. For example, the gender component of the program needs to be redefined to avoid gender stereotyping and give girls additional options for career choices. A critical question is how to ensure that the program is accessible to young people who combine work and families. This is particularly true for women, who often fulfil the role of caregiver in addition to their wage-earning activities.

Take-home rations for girls' education: lessons learned

When the World Food Programme introduced a programme of take-home rations for girls, the enrolment of girls increased significantly, often dramatically. At WFP-assisted school in the Northwest Frontier in Pakistan, the enrolment of girls increased by 247 per cent between 1994 and 1998. Similarly, a mid-term evaluation of a programme in Cameroon showed girls' enrolment rose by 85 per cent. Preliminary information indicates these gains are long lasting and such assistance helps to keep a large number of girls in school once they have enrolled.

- In places where a strong tradition for sending girls to school does not exist, encouragement is needed to overcome social and cultural barriers.
- Ration schemes are accompanied by activities to create awareness and increase the interest of parents in the education of their daughters.
- Research has shown that educated girls are more likely to send their own daughters to school.

Source: World Food Programme, 2001a.

⁵⁷ Ministry of Education 2003-2004 Indicators as quoted in EQJA document by Andre Delluc 2005, p2.

In **Liberia**, children comprised as much as 37% of some factions' armies and many others graduated into adulthood during the conflict (ILO/UNICEF, 2005). It is estimated the approximately 60% of young girls and 40% of boys have not frequented any formal schooling and more than half of school aged children are still not enrolled in education outlets. In partnership with the government of Liberia, UNICEF is implementing an Accelerated Learning Program (ALP) to educate the estimated half a million in need of literacy and basic education training.⁵⁸ The program, which is populated by older than normal primary school age children, allows students to complete the normal six-year primary cycle in three.

In **Nigeria** about 7 million children of primary school age are not enrolled in schools, 62 % of which are girls. However, this national figure masks geographical differences with wider gender gaps in the northern regions. The average gender gap in primary education across 15 northern states is 30% and is almost 50% in two northern states.⁵⁹ The persistence of this problem led to the Girl's Education Project (GEP), a joint effort between DfID, UNICEF and the Federal Government of Nigeria, which focuses on the northern states of the country and receives broad donor support.

The major objectives of the Girls' Education Project include raising national awareness, political and financial commitments to provision of girls' education, developing technical capacity of schools and teachers' pedagogical skills to create girl-friendly schools, building institutional capacity for promoting girls' education and the capacity of stakeholders on gender sensitivity, and creating school management committees with community involvement.⁶⁰ In addition to formal education, GEP also foresees developing continuing education programs for mothers and has begun to open pre-schools with the aim of increasing the interest among girls in pursuing educational opportunities.

Post-Conflict countries in the West African sub-region have rapidly gained experience developing education programs for youth. The Disadvantaged Children and Youths' Programme (DCYP)⁶¹ in Sierra Leone intends to create an enabling environment leading to improved livelihoods for disadvantaged children and youth in Freetown and the Kenema District. Through funding by the Development Cooperation Ireland and UNICEF, DCYP intervenes on an extensive scale in order to meet its goal, including providing capacity building for disadvantaged children and youth through skills training and formal and non-formal education.

Since 2001, DCYP's skills training program operates in three areas: (1) Freetown; (2) Kenema; and (2) Tongo Field (see map 1 below). DCYP aims to remove children from vulnerable situations, especially the streets, and to assist them in being self-reliant. The program targets orphans, street children, child sex workers, commercial sex workers and severely poverty-stricken youth.

⁵⁸ Draft Employment Opportunities and Working Conditions of Rural Youth in Liberia, UNDP/ILO, December 2006, p. 16.

⁵⁹ DFID Website, <http://www.dfid.gov.uk/news/files/countries/africa/nigeria-education-full.asp>

⁶⁰ The project operates in public and Islamiyya schools, which integrate "Western" and Islamic education, unlike Qur'anic schools which focus exclusively on religious education.

⁶¹ Forthcoming World Bank Sierra Leone Youth and Employment Study.

GTZ/Sierra Leone' Basic Education for Youth in the Post-Conflict Situation project specifically addresses the practical conditions of life of more than 2000 marginalized children and youth in **Sierra Leone**. It combines basic education with a general educational and

pre-vocational component on the one hand and on the other with social education for children and youth promotion. The general educational component of basic education for children comprises written language skills, basic mathematics-science, basic health and basic political education to foster peaceful coexistence and democratic values. The prevocational component for youth includes practical traineeships in local trades and crafts and productive activities. The social education measure provides support for war-traumatized children and youth. Youth groups are engaged as multipliers in the three centres Koidu, Kailahun and Freetown in outreach to other marginalized youth from the municipalities, addressing such issues as HIV-AIDS, conflict transformation, motivation and drug prevention. An international encounter programme (peace camp) is planned for youth from Sierra Leone, Liberia and Guinea. The project makes a significant contribution to peace education and violence prevention.⁶²

According to the Ministry of Pre-University and Civic Education statistics in **Guinea**, the student population in primary schools has expanded by 70% percent coinciding with the start of the USAID multi-focus Basic Education program.⁶³ The program has three themes of intervention: in-service teacher training, supplement to education materials (textbooks), CSO strengthening (PTAs).

The private sector is involved in primary and secondary education programmes and institutions. Microsoft Corporation through its corporate social responsibility (CSR) citizenship program Partners in Learning (PIL), helps schools to integrate information and communication technologies (ICT) into their curricula in order to improve the quality of education delivery. This programme was initiated in 2003 and it is active in Burkina Faso, Mali, Ghana and Senegal. Microsoft works with the Ministry of Education (MOE) in each country to identify schools, establish IT Academies for teacher training, curricula and portal development, and facilitates acquisition of hardware and software.

The cornerstone of the PIL program is the Microsoft IT Academies where educators and administrators are taught how to incorporate ICT in school curricula and how to provide mentorship to other teachers and take on the role of teacher leaders. Donors also participate in the program by providing national governments with technical and financial assistance. In Burkina Faso, for example, PIL is active in 212 primary and secondary schools and 6 IT academies have been established.

⁶² Forthcoming World Bank Sierra Leone Youth and Employment Study.

⁶³ USAID/Guinea Annual Report 2005, p. 4.

b. Technical and Vocational Education

Although Technical and Vocational Training (TVET) is recognized as a crucial lever in preparing young people for the world of work, the sector suffers from some common weaknesses.

- The demands of the private sector are seldom included in training curricula, resulting in poor quality training and low recruitment rates upon completion.
- Lack of standardization of teaching materials and teacher training leading to “patchy” skills transfer and low quality graduates.
- Inadequate monitoring and evaluation of programs and their graduates.
- Poor Infrastructure and unequal access.
- Insufficient funding.
- Omission of farming in technical training.

In order to improve the chances of graduates to find decent employment several measures are suggested:

- The areas of skills should be diversified using market assessment studies prior to determining course offerings. This should correct the tendency for institutions to provide the same range of skills, which leads to an unhealthy competition and a lack of skills to be competitive in the job market.
- Moreover, combining several skills in one course has proven a successful strategy, especially in building skills, e.g. driving combined with basic car-mechanics, home economics combined with tailoring, pastry, soap making etc. The possession of multiple skills significantly improves the employment options of young people and reduces their vulnerability to fluctuations in demand. One example is providing easy-to-learn skills such as mobile phone repair, which can generate income in times when no jobs or business is available in their main expertise.
- Vocational training courses should include vocational counselling, functional literacy and numeracy, education, life skills as well as business education. Food-for-training should be provided to ensure that, before attaining self-sufficiency, the livelihood security of the trainees and their children is not endangered.
- Post-graduation support through provision of counselling services, tools, business start up, access to credit and support services is essential.

The implementation of TVET reforms requires the concerted effort of national governments, donors, and private sector participants in order to inject new vigour into program development. Inherent in this ideology is a shift from traditional public vocational training programs to an increase in public-private partnerships and NGO interventions.⁶⁴

⁶⁴ This trend may be linked to overstretched funding commitments of governments as they aim to fulfil obligations made toward achieving the Education for All MDG.

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)⁶⁵ assists member states to strengthen and upgrade their TVET systems and gives them access to a network where they can learn and share their experience with other countries. The overarching goals of UNEVOC are to assist member states to improve and integrate TVET as part of the global Education for All Campaign, and also to assist the alignment of TVET with the tenets of sustainable development.

UNESCO-UNEVOC is also the hub of a worldwide network of over 250 key organisations and institutions specialising in TVET in 157 countries worldwide. This UNEVOC Network includes government ministries, research facilities, planning and training institutions. The UNEVOC Network serves as a platform for information sharing and bringing people together in meetings and workshops as a means to improve TVET in different regions of the world.

Additionally, UNEVOC develops tools to raise awareness about the benefits of TVET for youth and other disadvantaged groups. Recently, UNEVOC launched the “Learning and Working: Motivating for Skills Development” campaign package to help facilitate the organisation and implementation of awareness and motivation campaigns for marginalised groups in least developed countries. The package is conceived as a platform to motivate people living in adverse economic conditions to enrol in TVET courses and take up self-employment activities in order to improve their economic situation.

The **Senegalese** Ministry of Education, with the support of the Japanese government, uses TVET to pursue the development of light industry⁶⁶, as part of the national government’s plan to transform the country’s economic structure and its reliance on agriculture and mineral exploitation. In the mid-80s, the Japanese government through its development agency, JICA, constructed a professional training centre in Dakar as part of what it calls “Project-Type” technical cooperation program. The centre provides financial and technical support in addition to professional expertise through providing teaching staff. Although financial and technical assistance ended in 1991, the professional cooperation portion of the project is still ongoing. Thus far, JICA has sent a total of 25 short- and long-term experts to teach at the centre in the areas of electronics, automation and industrial information technology. Students are trained as middle and high level technicians receiving degrees that are conferred by the Ministry of Education. At the same time Senegalese trainers are sent to Japan to participate in one-year technical teacher training certification programs with the aim of replacing the Japanese experts currently teaching at the centre. Newly trained teachers will also be seconded to teach at similar technical training centres in the West African sub-region as part of South-South Cooperation. JICA has similar training projects for nurses and midwives.

Providing technical and vocational training to broaden the base of skilled workers in Liberia has been one of the priority areas of the government of **Liberia**. In most cases

⁶⁵ <http://www.unevoc.unesco.org/>

⁶⁶ Light industry which refers to less capital-intensive investments directed at the production of end user products.

this has meant the rehabilitation of institutions damaged during the civil war. This rehabilitation process offers a unique opportunity to design new programs for vocational training. One innovative structure is the Liberian Swedish Vocational Training Centre (LSVTC)⁶⁷ at Yekepa, Nimba County, which has incorporated student internships into program offerings.

An important aspect is the provision of business management training in relation to skills training. Presently vocational training providers in Liberia are aiming to train their students for self-employment in micro-enterprises. For the graduates to be able to run such a micro-business successfully, it is necessary to have an understanding of the basic principles of doing business. There are several ways in which skills training can be combined with business management training:

- Business training is provided during skills training. During the skills training cycle, the participants receive 2 - 4 hrs business management training per week. In this case, theory can be combined with practical exercises. For example, students have to go out to purchase raw materials; calculate costs of the product which they are producing in the classroom; experience the importance of quality, sales techniques, etc. when they have to go to sell the product which they produced; etc. At the end of the training cycle elements as record keeping, the business environment and business planning are taught and, if applicable, the students are assisted to fill credit/grants application forms.
- Business training is provided after skills training. Vocational training organisations do not always have the human resources and/or financial resources to provide business training during the skills training cycle. Also for practical reasons, it might not be possible to do so, for example when skills training take place for individuals or in small groups, using local resources (apprenticeship training) and students are spread geographically. In this case, an accelerated programme of 6 days will be implemented after finalisation of the skills training. Group size can vary between 10 to 20 participants.

Cocoa production is the largest sector of activity in **Cote d'Ivoire** but it employs all too often a significant amount of child labour. The World Cocoa Foundation (WCF), a global chocolate industry group, in association with Winrock International, is supporting a non-formal training program called *Child Labour Alternatives through Sustainable Systems in Education* (CLASSE). Initially begun as part of the US Department of Labour funded Community-based Innovation to Reduce Child Labour through Education (CIRCLE) project, the CLASSE extension/scale up project represents a public-private initiative that is applying the lessons learned from a bilateral vocational education youth initiative.

When CLASSE was launched in 2003 the program was directed at stemming the tide of migration of children and youth from Mali and other countries in the region to cocoa labour markets in Cote d'Ivoire. Based on an assessment survey carried out in the area, the program was designed to demonstrate the rural livelihood options available to children in their village environment through access to education and skills development.

⁶⁷ Draft Employment Opportunities and Working Conditions of Rural Youth in Liberia, UNDP/ILO, December 2006, p. 17.

The programme's approach was to combine alternative non-formal vocational education programs with basic literacy and life skills. The project, which ended in 2004 with a duration of two years, worked with local, national and international stakeholders in Mali and Cote d'Ivoire to raise awareness, to foster policy environments and to develop new curricula and apprenticeship components. In addition to intensive literacy training, students were taught a craft of their choosing (auto-mechanics, carpentry, tie-dye and agricultural techniques). In school teaching was followed by a three-month internship in nearby towns. After successful completion, graduates received equipment to start their own business.

In implementing the project, some valuable lessons were learned regarding absorption rates, economic migration and the relevance of agriculture to building sustainable communities. For instance, while a large number of young people (over 400) benefited from the program a much smaller portion was able to receive the needed level of in-depth training. And for those who did receive training, the potential for increased livelihood opportunities in local cities provided a significant reason to migrate from the village environment. Thus, this reduced the benefits made in reducing cross border migration to Cote d'Ivoire.

As a result, the new revised CLASSE expansion project focuses on strengthening formal and transitional education systems that encourage school attendance and support a new generation of farmers who can increase productivity and profitability, which are issues vital in making the profession more attractive for young people. As such the project links with community groups to continue awareness raising and emphasizes formal education of youth in secondary school while also providing agricultural vocational training for those out-of school.⁶⁸

The ever-increasing demand for and reliance on IP networks, as well as the need for larger and more highly integrated network designs and implementations, has led to substantial growth of IT education. With more than 35 academies in West Africa, Cisco Systems is looking to take advantage of the quality of the region's workforce and also improving the labour pool for its core business. Created in 1997, the Networking Academy© Program helps students gain skills for the global digital economy. The academy is a partnership between businesses, government, education and community organizations to deliver a broad range of services and support to the workforce. Alliance members include Cisco Systems, USAID, the UNDP, the International Telecommunications Union, the Japanese International Cooperation Agency, and the Institute of International Education.

The program comprises an all-inclusive e-learning program providing essential IT skills for a global market. Out of the \$150 million invested in academies over the world, more than \$15 million have targeted least developed countries. The program runs in high schools, colleges, universities, technical and military schools, community-based organizations and government organizations. Its curriculum combines the theory and practice of designing, developing and implementing the networks that underpin businesses and other organizations. In West Africa, the

⁶⁸ In developing an important link with the USAID/WCF Global Develop Alliance Small Tree Crop Program, the initiative also creates school gardens that will serve as practical laboratories for crop diversification and farming productivity to ensure the long-term sustainability of agricultural livelihoods.

network is present in **Senegal, Togo, Mauritania, Liberia, Benin, Cote d'Ivoire, Mali Gambia, Guinea-Bissau, Ghana, Niger, and Cape Verde.**

IT professionals and educators work together to develop a hands-on and job oriented curriculum. Trainers are required to complete training at authorized Cisco Academy Training Centres before teaching other instructors and have to be trained through authorized regional training centres before they may teach Academy curriculum to students. Multimedia-based courses help students improve reading, writing, math, and problem-solving skills. These cornerstones provide a basis for IT skills development and prepare students for networking and IT-related jobs in the public and private sectors. The academies are a stepping-stone for graduates to pursue higher education goals. In fact, about 80 percent of Networking Academy students, polled at the secondary education level, stated that they planned to pursue an associate, bachelors, masters, or doctoral degree after completing the program. The initiative also facilitates the school-to-work transition by supplying the pool of certified IT technicians for local businesses to recruit.

To reach the goal of bridging the digital divide and open training to a larger number of participants, instructor training is offered on a cost-recovery basis. Affordability is sought both for the institutions and the students. Online courses and quality teaching material are provided free of charge to non-for-profit educational organizations and lab supplies are offered at a considerable discount. Students are not required to buy textbooks, and can get the material online. Cisco also introduced an innovative e-learning tool that assesses complex routing configuration tasks through autoscoreing and diagnostics. This technology gives students additional practical experience and enables better use of the lab equipment in the classroom.

Country	Total Academies Since Inception	Student Enrolment Since Inception	Academies Currently Spotlighted
Senegal	12	1430	12
Togo	4	610	2
Mauritania	2	289	1
Liberia	1	20	1
Benin	1	382	1
Cote D'ivoire	3	661	2
Mali	2	161	2
Gambia	2	279	2
Guinea-Bissau	1	28	0
Ghana	4	257	5
Niger	1	27	1
Cape Verde	4	629	2

Source: Networking Academy - <http://www.academynetspace.com>

The YMCA of **Liberia** runs the Youth Capacity Building Project, which includes provision of vocational skills in combination with empowerment and business support to facilitate the entry of ex-combatants into the labour market. In 2004, YMCA Liberia was given the responsibility to provide skills training for over one thousand former combatants. The project comprised intensive six-month training courses for the ex-combatants in a range of vocations including carpentry, masonry, plumbing,

hairdressing etc. These young people benefited from psychosocial counselling in addition to internships at various job sites.

One of the most successful areas of YMCA programming has been the “learn as you earn” concept. Through this concept, close to one thousand young people are playing major roles at various YMCA centres across the country, where they are serving as youth interns – learning on the job, while earning an income.

A survey conducted by UNIDO⁶⁹ found that GTZ together with other donors and international agencies have implemented many basic education and vocational training programmes in **Sierra Leone** without any direct and visible impact on youth employment. Instead the GTZ has designed a new comprehensive approach Youth Employment Programme. The programme includes market research in order to determine the actual and potential absorptive capacity of the employment as well as activities to address problems at micro, meso, and macro levels.

At the Micro-level, support will be given to Community-based NGOs to provide organizational training, transfer of technical and managerial know-how, small credits, organization of transport, lobbying, and mobilization of funds other than GTZ resources. At the Meso-level, assistance will be provided to SMEs not only through financial support but also through the formulation of viable trade associations and upgrading their organizational, technical and managerial competences. At Macro-level, economic actors (including trade unions) will be assisted to network with a view to acquiring capacities for lobbying and the defence of self-interest in dealing with the Government and other relevant institutions in the areas of research (employment/market surveys) and the formulation of better policies for an improved business environment.

The technical skills of youth will be upgraded in different trade areas including car motor mechanics, pump maintenance, welding, and electrical works. The training will be implemented in the German Technical Academy (THW) in a training centre in Kissy/Freetown as well as by means of two mobile training units scheduled to conduct training in the four project Districts.

The project will also assist in the decentralization process through capacity building and coordination of the main actors in order to maximize efficient resource utilization by decentralized government institutions.

On the job training programs such as those provided by apprenticeships have long been an effective, non-formal method of skills acquisition. The system is led by private sector actors who recruit young people to learn a trade under a “master.” Depending on circumstances (national context), an apprentice receives a small stipend or is self supporting for the period of study. However, this model has been modified to allow for government subsidy of trainees.

The Liberian apprenticeship system is family-related (extended family system), and the master takes charge of the apprentice. He/she usually stays with the master and receives food and formal education. In some cases, the apprentice lives with his/her parents. There are other systems where the master demands a sum of money ranging from L\$2,000.00 to L\$10,000.00 depending on the type of trade and the duration of the stay. A partial payment is made before the commencement of training, but in

⁶⁹ UNIDO, Quick survey of assistance activities on youth employment, Sierra Leone, GTZ “Youth Employment Promotion Programme”. For more information see GTZ Sierra Leone

nearly all cases, the balance is never fully paid. Regarding apprenticeship practices at a number of garages and tailor shops in Monrovia, the survey results revealed that an apprentice must go through the union's formalities including being of the age 12 – 18 and having the concurrence of the parents. This seems, however, to be much less formal in the rural areas. The most popular trades for using the apprenticeship system are blacksmithing among the Lormas, carpentry among the Vais, tailoring among the Mandingoes, auto mechanic among the Mandingoes, and fishing among the Krus.⁷⁰

The **Nigerian** government instituted the National Open Apprenticeship Scheme (NOAS) in 1987 to provide early school-leavers with practical vocational training. The program, which was run by the Ministry of Labour, paid for the services of a master craftsman to train youth for a period of 6 months to three years. Participants also received business and management skills training to supplement vocational subjects.

The **Sierra Leone** Youth in Crisis Project (Action Aid) consists of a Youth housing scheme and youth fishing project. The Youth housing scheme provides on the job training in the production and marketing of building materials and construction/building techniques are delivered to youths belonging to different communities. The World Food Program contributed A Food for Training (FFT) component to the program, as an incentive for trainee participation, on a monthly basis and to improve their work performance.

Tutors were hired from technical institutes (Government Technical Institute and Freetown Technical Institute) to provide an eight-week intensive training in building. After formal sessions were completed, teachers continued to provide technical support at the Goderich construction site to ensure progress on training and assessment of the trainees.

The Youth Fishing Project is comprised of training in fish production, processing and preservation, marketing skills, business savings, credit and related issues that would enhance sustainable livelihood for youths. As per the project the males do the fishing and sell their catch sold to the females. As per the instruction from the programme National Co-operative Development Bank provided the females with loan of two hundred thousand leones to facilitate the purchase of fish catch

c. Tertiary education

Universities were established in many African nations following the end of the colonial era during the 1960s. Historically in Sub-Saharan Africa, tertiary education was the domain of public institutions managed by the government who sometimes had to send students abroad to meet immediate human resource requirements.⁷¹ Enrolment

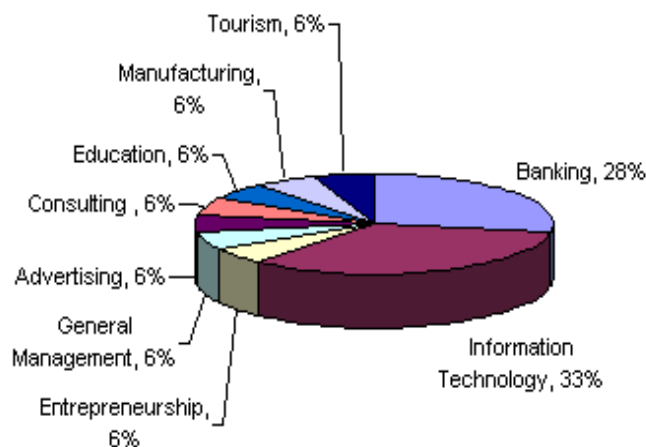
⁷⁰ Labour Market and Training Needs Assessment, ILO/UNICEF. P.34.

⁷¹ Private Higher Education in Africa, UNESCO 2004, p.5.

rates in higher education in the region are the lowest in the world, measured at 1% in 1965 and 5% in 2004.⁷²

With the introduction of Structural Adjustment Programmes in the 1980s, the state-controlled model of universities began to give way to private institutions of higher learning such as private colleges, universities and vocational education institutes with **Nigeria** being the first to legislate in favour of private institutions. The quality and quantity of institutions has steadily increased since then. The following presentation of Asheshi University in Ghana and International School of Management in Senegal are just two of a new brand of private institutions achieving strong results through partnership with universities abroad and the private sector.

The students of Asheshi University’s graduating class of 2005 are the first test group to make it through **Ghana’s** groundbreaking not-for-profit private university that has gained an excellent reputation for innovation and quality education in Ghana. Founded in 2002 by a team of MBA graduates from the University of Berkeley, Ashesi University offers Bachelor’s degrees in computer science and business administration. Asheshi University is a subsidiary of the Asheshi foundation, a publicly funded non-for profit organization based in Seattle, Washington. Besides public funding, the foundation and the University receive funding from “friends and donors”. The philosophy of Asheshi builds on collaboration with companies such as Goldman Sachs and Microsoft, through internships, training programs, and scholarships, to ensure a successful transition to the world of work. ICT tools have been mainstreamed into in all aspects of the various curricula and classroom learning is combined with local business internships. Furthermore, the student-staff ratio is far better than at Ghana’s state universities, where students often have to stand outside a packed lecture hall to follow class. Course offerings have been supplemented by visiting professors from institutions such as Carnegie Mellon and New York Universities. The first group of graduates had 90% placement rate within three months of graduation.



Employers by industry, Class of 2005

⁷² Higher Education and Economic Development in Africa, World Bank 2006, p. 3.

The International School of Management (ISM) in **Senegal** is the nation's first private business school and was established in 1992. ISM offers courses leading to French and US terminal degrees at the undergraduate, Masters and doctoral level. The school also has a multinational student body that represents much of French West Africa (Mali, Guinea Côte d'Ivoire, and Gabon). Administration officials at the school report that graduates have an 80% rate of placement and that internship programs are an asset to students in building a professional network of contacts for permanent employment.

d. Entrepreneurship education

The development of entrepreneurial skills has become an active area of focus in addressing the challenge of youth employment, often funded by private sector organizations and NGOs. In this section two successful initiatives, which use the model of entrepreneurship competitions within different contexts are presented. The first initiative is Students in Free Enterprise (SIFE), which operates in the structure of the university campus by providing additional learning opportunities and material without changing the university's course curriculum, but rather by complementing it. The second example is Technoserve's Business Plan Competition, which is based on open enrolment outside of the university context.

SIFE is a global non-profit organization operating in several regions of the world and is supported by private sector contributions. For instance, in Ghana sponsors include Ecobank, KPMG Ghana, and Databank among others. SIFE uses the extra-curricular business club model within the university setting to attract students to entrepreneurship. The moderator of the business club is generally a university professor and clubs are divided into project teams. The teams have the freedom to choose their business idea, which must be related to their everyday life, have media outreach and public relations components. At the end of the year, the business activity is evaluated at a national competition where corporate sponsors serve as judges. The national winners go on to the SIFE World Cup where they compete against other nations. Presently, there are SIFE chapters in **Ghana, Senegal** (World Cup winner 2006) and **Nigeria**.

Technoserve **Ghana**, a non-profit organization, with the assistance of the Google Foundation is in its second year of organizing the Business Plan Competition (BPC). The BPC supports the development of small-and medium-sized enterprises (SMEs) for creating employment and income opportunities for the rural poor. The objectives of the program are to build a community of entrepreneurs, organizations, banks, investors, advisors and educators to improve the business environment by creating self-sustaining businesses that are locally owned and managed, funded through ongoing private sector support. The competition lasts a period of eight to nine months, during which all participants receive training in business fundamentals and develop business plans that are later evaluated, with winning plans going on to be developed into full-fledged business plans. The best plans pass through a series of three phases where they are continually revised and evaluated.

Participants are also given the opportunity to work with business advisors and mentors to improve their business plans before presenting them to a panel of judges. In the end, the top ten are awarded seed capital plus post-competition business development services. The sectors represented in the first year of competition were agribusiness and processing, light manufacturing and services.

The ILO is also active in business and enterprise education through the program Know About Business (KAB), which can be introduced in public or private educational settings and is designed for secondary and tertiary level students. The objectives of KAB are to develop positive attitudes towards business and self-employment among young people, introduce the world of entrepreneurship as a career option, provide knowledge and tools needed to start an enterprise, and facilitate the school to work transition. Unlike the SIFE and Technoserve programs, KAB is integral to school curricula once the program has been initiated in a country.

Similar to the ILO program in its objectives, Junior Achievement is present in West Africa. The Junior Achievement organization focuses its work on primary and secondary level and students are taught within the school environment by volunteers from the local business community. An executive director who heads fundraising, curriculum management and development, in addition to public outreach to young people, heads the country office system. The innovative part of the program is that JA chapters have the option of creating their own modules and are not restricted to teaching generically designed material. JA **Nigeria** has developed a Venture in Management Program (ViMP). ViMP is modelled after Harvard Business School's summer program and is designed as a one-week intensive mini-MBA. Professors at Lagos Business School teach the courses and financial support is provided by Accenture.

According to recent statistics from the Federal Ministry of Education of **Nigeria**, there are at least 24 million educationally disenfranchised youth who are neither in higher institutions nor possess any employable skills.

The *FuturegeneX* project is a response to the intellectual malaise that is significantly compromising the capacity of youths to be gainfully employed. The project is executed through the framework of the Youth Leadership Forums (YLFs). The forum provides the platform where a diverse pool of youth combine ideas in new and interesting ways to create systematic solutions to the deeper concerns of our time. The main beneficiaries are youths between the ages of 18 and 30 years, and the project seeks to harness the creativity pool of young minds that have been incorporated into the YLFs and build a highly skilled workforce by 2030. It plans to do so by addressing three pressing issues: (1) the Promotion of a new culture of creative thinking, ideas and innovation, (2) Fostering smart partnerships that could become business concerns and create whole new industries, and (3) Building a critical talent pool that will increase local content and indigenous talent competitiveness in strategic sectors. The project is currently processing a possible partnership with the Nigeria Institute of International Affairs. The total budget for the first phase of the *FuturegeneX* project running from 2007 – 2015 is projected (by conservative estimates) at \$6.5 million, coming from in-house resources, while funding grants are sought.

FuturegeneX is comprised of 5 broad leadership forums, which include

1. Leadership and Strategy (YLF/LS)
2. Information and Communication Technology (YLF/ICT)
3. Business Economics and Entrepreneurship (YLF/BEE)
4. SciTech and Innovation (YLF/STI)
5. Youth Culture and Creativity (YLF/YCC)

Since February 2002, Futuregenex has successfully established Achievers Consortium Nexus in the University of Benin in Edo State and Delta State University in Delta State. There are plans to effectively take-off in 2007 at University of Lagos; Lagos State University; Niger-Delta University, Wilberforce Island, Bayelsa State; Federal University of Technology Owerri and University of Nigeria, Nsukka. The first phase of Youth Leadership Forum will commence in October 2007 and run till October 2015.

e. Labour market services

Non-technical preparation for the world of work is also an active field of focus in addressing youth employment. The German Friedrich Ebert Foundation in Senegal has been providing financial and logistical support to the Coalition for Youth Employment (CEJ) since 2001. The CEJ is a **Senegalese** non-governmental organization, which represents stakeholders working for youth employment in the country. In addition to serving as an advocate for youth employment, the CEJ provides information to the youth constituency on issues such as micro-credit, job placement, and application preparations. In fulfilment of the organization's mission to give young people greater access to information, the CEJ moderates roundtables, trainings and seminars.

The CEJ has published the job guide "Goorboulot", already in its second edition, which discusses topics like choosing a career and finding training options, job search skills including everything from writing resumes and cover letters to interview preparation, and a section on finance and becoming your own boss. The book has been distributed to over 15,000 job seekers and employers. Over 300 young people, half of them female, have attended CEJ business training sessions since 2005. In the future, CEJ plans to take greater advantage of ICT by adding radio and television to its repertoire of information outlets.

A key-component of the ILO project on vocational training for self-employment implemented in **Liberia** as part of the DDR process of 1998/99 was the adaptation of the business-training manual Grassroots Management Training in Liberian English. The manual is an effective tool in providing grassroots business management training to (semi) illiterate beneficiaries. Under the ILO project, a large number of institutions received Training of Trainers (TOT) in the use of the training manual. Several providers including vocational training institutions are still using this tool. There is, however, a need to revitalize the network of trainers through additional TOT's and to reprint the manual.

ICT usage by youth organizations is growing rapidly in West Africa. Of the 140 organizations surveyed, numerous respondents used some form of digital media to communicate with their constituencies. For instance the Network for Youth Employment (RJPE) in Senegal uses the internet to publicize vacancy announcements to visitors of their website. It has 170 registered users and recorded almost 1000 hits last year. The RPJE could take advantage of economies of scale by regrouping with others from the same sector. A website that had pan-West African information focusing on employment opportunities would certainly be able reach more beneficiaries. The feasibility of such an enterprise is worthy of examination.

Based in Dakar, **Senegal** the Synapse Center is an international youth servicing organization specialized in social entrepreneurship, leadership development and employability enhancement. With support from Ministry of youth and employment among other partners, the organization was among the initial projects supported by the Artemisia Foundation in the aftermath of the first Global Youth Employment Summit held in Alexandria Egypt in September 2002. Synapse is registered in Senegal as a non-profit organization.

The main Beneficiaries are Senegalese and West African Youth aged 19 to 35. The Synapse Center addresses four main issues:

- (1) Youth unemployment
- (2) Social Entrepreneurship
- (3) Employability and
- (4) Leadership development.

The project works to combat youth unemployment through entrepreneurship and employability enhancement; promote a new type of leadership based on personal development and service to the community; and promote an entrepreneurial culture through training, mentoring and logistical support.

Over the past three years Synapse has developed a number of programs to boost up youth entrepreneurship and enhance youth employability in Senegal, such as *Promise Senegal*, which helped train 17 young entrepreneurs, and supported them for a period of one year. 6 of these 17 entrepreneurs have been selected to benefit from Synapse's business Incubator. *Synapse Accompagnement* helped More than a thousand Senegalese youth have benefit from the wide range consulting services offered by the center in various fields like Job search techniques, entrepreneurial leadership, marketing, businesses plan development, etc. The training sessions take place at least once every other month, while the business incubator provides yearlong support to business ventures.⁷³

⁷³ For more information: www.synapsecenter.org

Conclusions and Recommendations:

The value of education in the development process as a crucial element in poverty reduction is internationally acknowledged. In the West African sub-region strides remain to be made in :

- Quality of education delivery
- Equitable access to education outlets (gender, rural)
- Inadequate monitoring and evaluation
- Standardization issues (materials, TOT)

The countries in the Mano River Union continue to face similar issues although Sierra Leone and Liberia, due to post war recovery programs, have received substantial donor assistance addressing many of these weaknesses. Thus, the sharing of good and bad practices would be to the benefit of youth and disadvantaged groups. This is particularly the case when designing, up scaling and replicating innovative solutions that give young people a solid start with:

- Primary and secondary education,
- Vocational and higher level training
- Career and job counselling
- Labour market services
- Regional tertiary education harmonization

In survey of projects interventions in West Africa conducted for this Study and particularly in the MRU countries, some persistent gaps in interventions on the supply side emerged despite the programs on offer.

- No uniform teacher certification (may be possible on a regional basis)
- Systematic lack of attention being given to M&E cost-benefit and impact studies
- Low levels of information sharing and program coordination
- Curricula are not demand driven nor relevant to local needs or those of the private sector
- Insufficient use of ICT technology to record practices
- Insufficient innovation in designing curricula and modes of delivery that accommodate more participants (night school, day care for children, school/work transition programs, etc)
- Introduction of funding mechanisms that allow disadvantaged groups to send children to school particularly girls
- Incorporation of business skills and micro-credit schemes in technical and vocational training outlets so that graduates can take advantage of self-employment opportunities
- More mentoring and saving skills components during the formative years of education so that youth can make better informed choices about the future direction of their lives

For the most part, these points have been enumerated in other reports. The fact that governments, donors and to a lesser extent NGOs have not mainstreamed these comments should be noteworthy.

Appendix I. Good Practices in labour supply and labour demand interventions for youth employment

Project	Country	Target Group	Innovative Practices	Partners
Synapse Center	Senegal	Young men and women	<ul style="list-style-type: none"> • <i>Incubator</i> component provides dedicated business support • Successful at reaching remote beneficiaries 	Senegalese Ministry of Youth and Employment Artemisia Foundation
Centre Regional d'Enseignement Technique Feminin de Fatick	Senegal	Young girls and women	<ul style="list-style-type: none"> • Provide girls the opportunity to increase skills • Growth of female-owned micro-enterprises in rural areas • Non-traditional skills training for women 	Senegalese Ministry of Education
Foresight Generation Club	Ghana	Youth	<ul style="list-style-type: none"> • ICT for literacy and health education 	Global Junior Challenge Action Aid Africa
iEARN	Sierra Leone	Former youth combatants	<ul style="list-style-type: none"> • Combine youth voice in training model • Local community ownership Includes business and life skills for participants 	Cable and Wireless Childnet Award (2003) Threshold Foundation
YMCA Senegal	Senegal	Young men and women	<ul style="list-style-type: none"> • Includes youth micro credit lending component. • Focus on handicapped is an integral part of the program offerings • Skills training responsive to local needs 	National Movement for Disabled People The Scout Movement YMCA Toronto
National Open Apprenticeship Scheme in Nigeria (NOAS)	Nigeria	Unemployed youth and school leavers	<ul style="list-style-type: none"> • Links education and training to the workplace • Innovative ways to address rural needs 	Nigerian Government
Modernisation of the apprenticeship system in Guinea	Guinea	Young men and women without access to formal education	<ul style="list-style-type: none"> • Uses a cooperative form of apprenticeship designed to meet company and social needs 	METPF and German Technical Co-operation Programme (GTZ)
Appui a l'Introduction de la Formation Professionnelle par Alternance	Côte d'Ivoire	School drop outs	<ul style="list-style-type: none"> • Centred on the principle of dual training • Needs based assessment • Adopted an integration policy for the training of young women 	Government
Liberia Employment Emergency Programme and	Liberia	General	<ul style="list-style-type: none"> • Rapid results for improving basic needs • Job creation for unskilled labourers and 	ILO Government of Liberia

Project	Country	Target Group	Innovative Practices	Partners
the Liberia Employment Action Programme (LEEP/LEAP) NEPAD AfricaRecruit	Africa	Young professional	<ul style="list-style-type: none"> • youth • First integrated effort to reverse African brain-drain • Global database of contributors • Uses ICT to reach a maximum number of beneficiaries 	NEPAD, Commonwealth Secretariat, Commonwealth Business Council
Economic Growth Programme	Ghana	Not youth specific	<ul style="list-style-type: none"> • Strengthen the capacity of the private sector to respond to market demands • Reduced Lending Rates • Increased Links to Market • Strengthening the financial services sector and increasing access to capital • Reduces cumbersome regulation 	USAID
Sierra Leone Public Works	Sierra Leone	Youth	<ul style="list-style-type: none"> • New adaptation of the AGETIP approach to LIIP • Promotes the possibility of sustainable employment 	GTZ, local and national government
YMCA The Gambia	The Gambia	Young men and women	<ul style="list-style-type: none"> • Main targets are early school leavers • Community based • Integrates life skills, job skills and leadership training 	
Integrated Plan for Senegal	Senegal	Not youth specific	<ul style="list-style-type: none"> • Diffusion of technological know-how • Access to financing • Strengthen business linkages in the agribusiness sector 	UNIDO, European Union and the French Development Agency
Africa Business Roundtable	Africa	Private Sector	<ul style="list-style-type: none"> • Promotes investment in Africa • Corporate governance • Fosters dialogue between public and private sectors 	Africa Business Roundtable, NEPAD, UNDP, UNIDO, MIGA, and ADB
West Africa Trade Hub	West Africa	Private Sector	<ul style="list-style-type: none"> • Skills transfer between US and Africa • Increased trade opportunities for African firms • Builds business 	USAID

Project	Country	Target Group	Innovative Practices	Partners
Asia-Africa Investment & Technology Promotion Centre (AAITPC)	Africa	Private Sector	<ul style="list-style-type: none"> linkages through sponsorship Increase trade and investment links between Africa and Asia Promotes technology transfer between the two continents Reinforce the capacities and knowledge base of African firms 	UNIDO
AREED	Ghana, Mali and Senegal	Small and medium enterprises	<ul style="list-style-type: none"> Hands-on form of enterprise development Increase rural energy projects 	UNEP
<i>InfoDev</i>	Ghana, Senegal	Small and medium enterprises	<ul style="list-style-type: none"> Foster the development an ICT sector Technology transfer among business Increase dialogue among private sector participants on the local level 	World Bank
Crédit Rural de Guinée	Guinea	Microfinance	<ul style="list-style-type: none"> Increases youth access to microfinance Fosters growth in the SME sector Gives rural inhabitants new livelihood possibilities 	French Development Agency The Research Institute for Application and Development Methodologies
Youth and Adult Education (EQJA)	Senegal	School drop outs	<ul style="list-style-type: none"> Provides young people with new route to literacy and life skills training Model for new reforms in training adults Adapted to the reality of local communities. 	UNESCO
Girl's Education Project	Nigeria	Girls	<ul style="list-style-type: none"> Upscalable Focus new vigour on getting more girls enrolled in formal education Community based ownership of program Integrates religious and cultural norms into program planning 	DfID, UNICEF and the Federal Government of Nigeria
Junior Achievement	West Africa	Youth	<ul style="list-style-type: none"> Community driven content Promotes knowledge exchange from youth to youth 	

Project	Country	Target Group	Innovative Practices	Partners
Partners in Learning	Burkina Faso, Mali, Ghana and Senegal	Young girls and boys, the education system	<ul style="list-style-type: none"> • Teachers receive training on adapting curricula with ICT • Public Private Partnership in ICT • Exposure to knowledge economy begins from primary level 	Microsoft Corporation
Child Labour Alternatives through Sustainable Systems in Education	Côte d'Ivoire	Young boy and girls	<ul style="list-style-type: none"> • Upscalable • Uses life skills and literacy to stem child labour • Reinforces crop diversification for improved rural livelihoods 	World Cocoa Foundation
Asheshi University	Ghana	Young men and women	<ul style="list-style-type: none"> • Private education at the university level endows students with marketable skills • Integrates ICT into curricula • Small class size • Fosters knowledge exchange 	Private
Business Plan Competition	Ghana	Men and Women	<ul style="list-style-type: none"> • Increases entrepreneurship capacities among youth • Engages private sector in youth livelihood dialogue • Allows mechanism for exchange of ideas through mentoring 	Google Foundation Technoserve
Student in Free Enterprise	Ghana, Senegal and Nigeria.	Men and women	<ul style="list-style-type: none"> • Teaches business skills with local adaptation • Increases knowledge transfer • Improves commitment of national private sector in youth employment dialogue. 	Varies from country to country
Know About Business (KAB)			<ul style="list-style-type: none"> • develop positive attitudes towards business and self-employment among young people • introduce the world of entrepreneurship as a career option • provide knowledge and tools needed to start an enterprise 	ILO
Youth Capacity Building Project	Liberia	Former combatants	<ul style="list-style-type: none"> • Vocational skills and training support to 	YMCA of Liberia

Project	Country	Target Group	Innovative Practices	Partners
Agence d'Exécution des Projets d'Intérêt Public contre le Sous-emploi (AGETIP)	Senegal	Not youth specific	<ul style="list-style-type: none"> rehabilitation of ex-combatants • community based needs assessment • Generates large quantities of short term jobs • Increased transparency in public works projects • Easily replicable • Combines community focus 	World Bank

Appendix II Project Summaries

Labour Market and Business Development Services

Name of the project: Synapse Center

Characteristics of the project:

Overview: The organization provides consulting services covering social entrepreneurship, leadership development and employability enhancement for young people between the ages of 19 and 35.

Brief overview of main innovative, successful features of the project/programme: Provides month and year long business and entrepreneurship support services. Successful at reaching beneficiaries at the community level. In the past has organized *knowledge bus* that drove through Dakar neighbourhoods with youth pertinent information.

Location: Senegal

Context, identification of needs:

- To provide young people with the knowledge and skill base necessary to operate a business.
- Enable youth to intelligent decisions about their future job potential.

Objectives/aims:

- To combat youth unemployment through entrepreneurship and employability enhancement.
- To promote a new type of leadership based on personal development and service to the community.
- To foster an entrepreneurial culture through training, mentoring and logistical support.

Impact:

- Developed programming to boost youth entrepreneurship such as *Promise Senegal*, which offer training in micro and small business initiation and management.
- *Incubator* component provides dedicated business support to first-time entrepreneurs.
- *Synapse Accompaniment* provides capacity building in job search techniques, leadership, resume writing and interview skills.

Partners:

Ministry of Youth and Employment

Artemisia Foundation

Others

Contacts:

Mr. Latif Mbenge

References, source:

Best Practices Questionnaire and homepage <http://www.synapsecenter.org>

Vocational Training for girls and young women

Name of the project: Centre Regional d'Enseignement Technique Feminin de Fatick

Characteristics of the project:

Overview: Senegalese Ministry of Education vocational and literacy training center for girls.

Brief overview of main innovative, successful features of the project/programme: Structures vocation education to fit realities of the rural setting.

Location: Senegal

Context, identification of needs:

- To contribute to the strengthening of options available to young girls in the rural milieu.

Objectives/aims:

- To provide girls and young women with vocational and life skills.
- Build capacity of among school leavers through accessible classes in literacy and home economics.

Impact:

- Professional development through practical on-the-job training modules.
- Growth of female- owned micro-enterprises in rural areas.
- Solid emphasis on civics, family planning and health skills for girls.

Partners

US Agency for International Development

Institute of Food Technology

Association pour le Developpement de l'Education et la Formation en Afrique

Contacts:

Mme Bow

References, source:

Best Practices Questionnaire

Mobilizing ICT for Youth Employment

Name of the project: Foresight Generation Club

Characteristics of the project:

Overview: Assist in the growth of ICT literacy and Ghana and equip youth with marketable skills.

Brief overview of main innovative, successful features of the project/programme: Employing a group learner model, with the support of special software, introduces disadvantaged youth to information and communication technology skills.

Location: Ghana

Context, identification of needs:

- To provide youth with new possibility frontiers by introducing ICT and health skills.

Objectives/aims:

- To raise computer literacy skills economically disadvantaged communities.
- To raise health awareness about sexually transmitted diseases.

Impact:

- Disadvantaged youth given new knowledge tool and for work and ICT related business creation.
- Sexual health training component proven effective in behaviour change.

Partners

Global Junior Challenge
Action Aid Africa

Contacts:

Mr. Albert Yeboah Obeng
Email: albertobeng@yahoo.com

References, source:

Youth Employment Network

Support and rehabilitation Services for former child soldiers**Name of the project: iEARN****Characteristics of the project:**

Overview: In post –conflict Sierra Leone, the social services available to former youth combattents are critical. iEARN serves and rehabilitates former child soldiers and works with them to develop skills, which enable them to return to community life.

Brief overview of main innovative, successful features of the project/programme: Initiative to help improve post-war peace and reconciliation through the use of ICT and education. Awareness-building through the use of community-based outreach. Inclusion of public schools to scale beneficiaries and program capacities.

Location: Sierra Leone

Context, identification of needs:

The project enables young people traumatized by active roles conflict to readjust to demilitarized life in an enabling environment mentored by other young people.

Objectives/aims:

- To rehabilitate Sierra Leonean youth from violent and traumatic backgrounds.
- To promote peace-building skills in educational outlets.

Impact:

- Rehabilitation of former child soldiers and re-introduction of youth to community life.
- Dissemination of peace building skills and conflict management techniques about youth
- Increased youth participation in the dialogue on former child soldier rehabilitation issues.
- New curricula, activities and knowledge tools made available to different stakeholders to support peace building and education.

Partners

Cable and Wireless Childnet Award (2003)
Threshold Foundation

Contacts:

Andrew Benson Greene

References, source:

Youth Employment Network

Senegal YMCA Building Capacity and Youth Enterprise

Name of the project: YMCA Senegal

Characteristics of the project:

Overview: Offers training to young people to start their own business and equips them in skills in developing feasibility studies, satisfying legal requirements, business plan writing and finance options.

Brief overview of main innovative, successful features of the project/programme:

- Introduce young people to life as an entrepreneur through peer education and counselling including micro-finance and incubation for participants. Include health and life skills component to course offerings.

Location: Senegal

Context, identification of needs:

- Alleviate poverty and contribute to youth employment by strengthening skills of Senegalese youth for careers in enterprise.

Objectives/aims:

- To conceive and introduce micro-enterprise as a career option for young people.
- Provide initial seed funding to program participants once certain criteria are met.
- Increase number of youth owned and operated businesses in Senegal.

Impact:

- Outreach services augmented by community *centers for excellence*.
- Increased youth business start-ups facilitated with micro-credit lending component.

Partners

National Movement for Disabled People
The Scout Movement
YMCA Toronto

Contacts:

Mr. Simon Lazarre Badiane
Email: ymcasn@yahoo.fr

References, source:

Youth Employment Network

YMCA The Gambia Youth Vocational Education Center

Name of the project: YMCA The Gambia

Characteristics of the project:

Overview: Establishment of a training center that caters to the needs of youth who have left school and provide them with vocational, literacy and life skills.

Brief overview of main innovative, successful features of the project/programme:

Students enrol in programs, which last from two to three years depending on the qualification, and are provided peer counselling and mentoring to reinforce to assist in career planning. Provides internship opportunities, where available, to participants in community businesses.

Location: The Gambia

Context, identification of needs:

- The YMCA vocational training center was designed with the objective of enabling school dropouts to complete basic education, acquire a marketable skills and assist integrate into community life.

Objectives/aims:

- To contribute to skills development market to benefit young people and enhance their opportunities for employment.
- Supplement formal education programs by specifically illiterate and semi-literate youth.

Impact:

- Increased literacy levels of youth in the country.
- Reinforce the capacities of training outlets, enterprises and students with new skill and techniques.
- Raise awareness and mobilize action for improved allocation of services and training for disadvantaged youth.

Partners**Contacts**

Mr. Sam Bruce Thorpe
Ymca@ymca.gm

References, source:

Youth Employment Network

National Open Apprenticeship Scheme in Nigeria

Name of the project: National Open Apprenticeship Scheme in Nigeria (NOAS)

Characteristics of the project:

Overview: Under this scheme, vocational education and training is provided to unemployed youth in over 100 occupations. The programme utilises production facilities such as workshops and technical instructors of private industries, government institutions and by the way of a sub-contracting arrangement, way-side craftsmen and tradesmen (informal economy operators). In addition, a mobile training scheme has been created to reach rural youth

Target: Unemployed youth and school-leavers.

Brief overview of main innovative, successful features of the project/programme:

- Attempt at linking education and training and the workplace.
- Trainees are given an opportunity to train under reputable Master Craftsmen.
- The *School on Wheels* mobile training programme reaches otherwise unreached rural districts.

Location: Nigeria

Context, identification of needs:

- In the late 1980s, the National Directorate of Employment(NDE) was established in the Ministry of Labour and Productivity. The NDE currently operates four main programmes: vocational skills development, small-scale enterprise promotion, rural employment support and public works.

Description of the project and methodology:

- Unemployed youth are provided with vocational training to enhance theoretical understanding.
- An offshoot of NOAS is the School on Wheels (SOW) programme, which is essentially a mobile training scheme designed to provide vocational training to school-leavers and other unskilled persons in rural areas. The programme is of three-month duration, after which the graduates are absorbed into NOAS.
- Another related scheme is the Waste to Wealth (WTW) Scheme under which youth trained in the techniques of converting waste material into useful objects such as snail shells, bamboos and horns into decorative, valuable household goods.

Impact:

- Significantly increased the number of unemployed youth receiving training in 80 different trades under this scheme.
- Around 400,000 of the 600,000 participants since 1987 have started their own micro-enterprise.
- Over 21,000 youth have benefited from the programme *School on Wheels* since it began.

Partners

Ministry of Labour and Productivity

References, source:

International Labour Organization, Working Paper 19: *Youth at Risk: The Role of Skills Development in the School to Work Transition* (2004)

Modernisation of the apprenticeship system in Guinea

Name of the project: Modernisation of the apprenticeship system in Guinea

Characteristics of the project:

Brief overview of main innovative, successful features of the project/programme:

- To increase the employment opportunities for young men and women in the Guinean labour market by utilising a cooperative form of apprenticeship whereby training schools and companies are encouraged to work together to meet company and social needs.
- The project establishes cooperation between institutions and the youth who are involved in apprenticeships.
- Cooperative training courses in labour-intensive business sectors are established as pilot measures in two regions of the country.

Location: Guinea

Context, identification of needs:

- In terms of technical, economic and social requirements, research has shown that guineas existing system of vocational training exhibits qualitative and quantitative deficiencies.
- The 16 state-run vocational schools (Centres de Formation Professionnelle (CFP)) currently only have an overall capacity of some 2,000 places for trainees and offer largely theoretical training based on a French system which is barely adequate for dealing with the prevailing labour-market conditions and requirements.
- The infrastructure, teaching materials and curricula are no longer up-to-date. Due to poor infrastructure lack of funds and teaching materials, most CFPs have been unable to provide systematic training in past years. Currently only 5 of 16 are functioning.
- Although many young people, particularly in urban areas, learn a trade in small-scale enterprises in the informal economy, the technological standard is generally low. Both trainers and trainees often lack basic reading and writing skills, and trainees do not obtain recognised formal qualifications.
- As a result, the large majority of young people in Guinea, and particularly girls, do not have the opportunity to learn future-oriented skills needed in the production and service sectors.
- Moreover, an effective, modern business environment is difficult to develop, because qualified workers are in short supply.

Objectives/aims: The aim was to create broad-based training systems that have an impact on employment for young people in Guinea, the majority of whom have no access to the formal education system. In this context, particular attention is to be paid to ensuring that girls and young women, who have been particularly disadvantaged up to now, are given adequate training opportunities.

Description of the project and methodology:

- The project establishes cooperation between institutions and the youth who are involved in the apprenticeships.
- Cooperative training courses in labour-intensive business sectors are established as pilot measures in two of the country's regions.

Impact:

- Apprenticeship programmes in the craft and service sector meet the country's technical, economic and social needs and empower the youth, and important business are equipped for the newly designed apprenticeships.

- There is a potential for replication of this project throughout vocational schools and small-scale enterprises within the country.

Agency(s):

Political project executing organization: Ministère de l'Enseignement Technique et de la Formation Professionnelle (METPF).

Implementing institution: Office National de Formation et de Perfectionnement Professionnels (ONFPP) and GTZ.

Time Frame: Project recommended total duration: July 2000 to June 2009

References, source:

International Labor Organization, Working Paper 19: *Youth at Risk: The Role of Skills Development in the School to Work Transition* (2004)

AIFPA

Name of the project: Appui à l'Introduction de la Formation Professionnelle par Alternance

Characteristics of the project:

Overview:

- The AIFPA programme is centred on the principle of 'dual training' – whereby enterprises organise their professional training in co-operation with schools.
- Strengthens professional organisation and development of structures to organise joint operations between government and industry.
- Research into the labour market conducted before the project was implemented.

Brief outline of main innovative, successful features of the project/programme:

- The project adopted an integration policy for the training of young girls and women (14-24) who have dropped out of school for social or economic reasons.
- Implemented through in-house training and apprenticeships.

Location: Côte d'Ivoire

Context, identification of needs:

- Research has demonstrated that many young people from the Ivory Coast do not have adequate qualification for the labour market. Training programmes offered by schools do not comply with the requirements of industry, as commercial and industrial enterprises are not involved in initial staff training.
- Therefore, the AIFPA programme is centred on the principle of 'dual training' – whereby enterprises organise their professional training in co-operation with schools.
- The project is aimed at training young people from the Ivory Coast male and Female, aged 14-24, who have dropped out from school for social or economic reasons, at the primary or secondary level.

Objectives/aims:

- The main objective of the project is to offer training projects to young people, which respond to the requirements of the labour market and the economic development of the country. In a word, to "teach them a job."

- The project in keeping with the objectives of the National Programme for the Development of Education and Training (PNDEF), 1998-2010.

Description of the project and methodology

- AIFPA selected a number of companies prepared to fully implement the “dual” training programme including in house training.
- The training centres are to be located in the same areas as the industry /company.
- The project focuses training on car mechanics, building site supervisors, commercial administrative agents, computer equipment technicians and industrial maintenance technicians.

Impact: (difficult to say due to political and economic situation)

- However AIFPA should have positive impact on young people, the professional training system and industry by providing better job opportunities, increasing training capacities of centres and thereby developing productive apprentices who contribute to the recovery of the training cost.

Agency(s): The AIFPA programme was developed by the government of the Ivory Coast in conjunction with the German Technical Co-operation Programme (GTZ).

Funding: The project is funded by the government of the Ivory Coast via a World Bank facility, GTZ, Development Fund for Vocational Training and corporate support.

Contacts:

AIFPA – GTZ

Email: gtzafrica@aviso.ci

References, source:

ILO Working Paper #19,p. 72

Creating an sustainable business environment

Name of the project: Integrated Plan for Senegal

Characteristics of the project:

Overview: Comprised of 12 projects that will increase business productivity and micro and SME development in rural areas. Increased productivity leads to increased growth and investment in human and material capital.

Brief overview of main innovative, successful features of the project/programme: Comprised of 12 projects, the Support Program to Small and Medium Enterprises in Rural Areas (PAPES), and the Programme for the Development of Rural Entrepreneurship (PDER) highlight their quantifiable benefits for youth employment.

Location: Senegal

Context, identification of needs:

To strengthen the programme, on the micro level, six entrepreneurship capacity building sessions have been organized to benefit more than 100 small businesses within the framework of the GERME and CREE programmes. A network of about ten financial partners (PAMECAS, FAIB, AGETIP,...etc) bound by signed agreements to assist the development of these SMEs. Training and BDS networks

have also been created. On the meso level, ten POs have been created in the emerging sectors of the economy.

Specifics... The SPSMERA has a USD1,300,000 budget and is funded by European Union. Within the framework of the IP2, it works in synergy with the above-mentioned PDER.

Objectives/aims:

- The PDER aims at supporting SMEs operating in the industrial transformation of goods in agribusiness.
- Reinforce the national structures to assist in the industrialization of agriculture, in particular in training and technology transfer

Impact:

- Diffusion of technological know-how through direct non-financial support to SMEs.
- Facilitate access to financing, increase labour market skills.
- Disseminate a number of priority technologies, especially to women groups.
- Strengthen business linkages in the agribusiness sector.
- Implementation of national strategy for SME development and harmonisation support measures to SMEs
- PAPES identifies its indirect outputs will have some positive effects for the estimated 70% of the population in Senegal which is under the age of 25.

Financed by: the European Union and executed by UNIDO

Partners with UNIDO and the French Development Agency

Contacts:

Lamine Ba/UNIDO

References, source:

Interview with Lamine Ba, Programme Manager and UNIDO documentation.

Labour Intensive Infrastructure Project

Name of the project: Agence d'Exécution des Projets d'Intérêt Public contre le Sous-emploi (AGETIP)

Characteristics of the project:

A public works employment program developed by the Government of Senegal and the World Bank. AGETIP, a non-government entity, manages the execution of public works programs for the Government.

The agency has become well known in the region for managing labour-intensive public works projects with transparent, streamlined procedures, and for significantly improving the management of donor finances. Its approach has been wide

Overview:

Brief overview of main innovative, successful features of the project/programme:

The projects included a program of urban public works, construction, rehabilitation, and maintenance; a package of services related to work organization, management, and training; and a component for supervision and monitoring. AGETIP II also included additional pilot activities for the application of AGETIP's experience in government procedures; the program's expansion into rural areas; increased

grass-roots participation; a feasibility study for a mutual guarantee company; and a lending instrument for municipalities.

Location: Senegal (replicated in Mali, Mauritania, the Gambia, and Burkina Faso among others under the name of AFRICATIP).

Context, identification of needs:

In the early 1980s, Senegal faced serious economic problems. These were aggravated by political unrest stemming from high unemployment in urban areas. The government realized that a solution to high unemployment needed to be found rapidly, but it also knew that government agencies and public enterprises could not deliver construction and service programs quickly and efficiently. Thus, the government created the Agence d'Exécution des Travaux d'Intérêt Public (AGETIP).

Objectives/aims:

- To generate a significant number of jobs, even if only temporarily, for the growing unemployed by guaranteeing an average of 40% of sub-project funds would be allocated for the salaries of day labourers.
- To improve living conditions in poor urban neighbourhoods by selecting investment projects with the greatest possible externalities (e.g. improving road maintenance, creating garbage collection services, and clearing sewers and drains) and therefore satisfy certain basic needs that had been neglected as a result of economic adjustment and lack of funds.

Impact:

- Projects in Senegal have created almost over 400,000 jobs.
- Initiated training sessions for SMEs on topics such as: effective project planning and the bidding process, information technology in construction and management.
- Creation and growth of small- and medium-sized enterprises in the building and construction sector.
- Developed an exemplary system of procedures to ensure transparency in the bidding process and payment of services.

Partners The World Bank

Contacts:

Magatte Wade
AGETIP

References, source:

Interviews with AGETIP officials and

<http://www.ilo.org/public/english/employment/strat/yen/download/agetip.pdf>

<http://lnweb18.worldbank.org/oed/oeddoelib.nsf/DocUNIDViewForJavaSearch/88629E1A3D3B14A5852567F5005D8F6F>

ILO Recovery Activities in Liberia

Name of the project: Liberia Employment Emergency Programme and the Liberia Employment Action Programme (LEEP/LEAP)

Characteristics of the project: The LEEP/LEAP programme envisages the use of labour intensive projects for job creation.

Overview:

Brief overview of main innovative, successful features of the project/programme:

Location:

Context, identification of needs:

Faced with the challenge of operating in a post conflict situation where basic infrastructure (roads, electricity water supply and sanitation) and essential social services (health, education, communication and transport) have been destroyed. The GoL, with donor assistance, recently developed a labour intensive infrastructure project with the benefit of creating thousands of jobs.

Objectives/aims:

- To provide jobs to youth while improving quality of life and setting the stage for long-term development. Activities include street sweeping, garbage collection, and park maintenance.

Impact:

- **Provision of basic needs via improvement of the nation's infrastructure during a critical time in the nation-building process.**
- **Comprehensive strategy to created jobs on a mass level.**

Partners

International Labour Organization

Contacts:

References, source: <http://www.ilo.org/public/english/employment/crisis/events/liberia.htm>

NEPAD job matching

Name of the project: NEPAD AfricaRecruit (AR)

Characteristics of the project:

AfricaRecruit is a practical meeting point for jobseekers and employers, African government's and related officials, African Diaspora and all the various stakeholders to meet. The forums are solution-orientated platform to facilitate identification and dissemination of best practices. AfricaRecruit works in partnership with various International and African organizations in facilitating capacity building in Africa with main emphasis on human and financial capital.

- A global database of over 1,500 African Diaspora organizations in the form of national, professional, community and interest groups and a mailing list of over 150,000
- Over 1,300 human resource practitioners within and outside Africa
- Over 500 organizations and institutions with investment interest in Africa
- Extensive database of 269 African universities

- 356 Universities based in Europe, North America and Asia that includes the top management universities, entries on African Diaspora members in Europe and the Americas
- **Virtual Market Place**
 - www.findajobinafrica.com is AfricaRecruit's job search engine and Africa's prime employment platform where placement agents and employers can advertise their jobs, search for potential employees and where jobseekers can hunt for jobs and advertise their expertise to employers using the CV database.
 - www.africarecruit.com Africa Human resource Club is primarily a virtual professional Club across the continent of Africa where Human Resource Professionals can meet to discuss challenges, solutions and best practices for details

Context, identification of needs:

As Africa begins to be of interest to investors, there is a need for high-level scientific technological and managerial skills in order not to lose these investments. The training of new graduates might take a long time during which the lost opportunities in foreign investment and local initiatives might prove to be a very hard burden to carry. AR was therefore launched to try to overcome this problem. AR further aims to be a meeting place between Africans and their potential employer

Objectives/aims:

The programme is a plan of action to build robust and enduring capacity in Africa using human resources and skills by reaching out to the African Diaspora to come back and fill the skills gap needed to stop the furthering poverty.

Description of the project and methodology:

Strategically, AR functions by,

- a. Creating a database of educational, professional skills, and competencies of Africans. The database contains over 45,000 registered users searchable by nationalities, country of residence, industry, skills and years of experience.
- b. Networking events bringing together educational institutions, recruiters, entrepreneurs, job seekers and business and political leaders together in face-to-face settings.
- c. Direct matching or pairing of employment and investment opportunities in Africa with appropriate prospectors in the databases.
- d. Dissemination of pertinent information about opportunities in Africa and prospects in the Diaspora, and about success stories (best practices), using the web (www.findajobinafrica.com), brochures and flyers, and outlets such as civic and cultural organizational forums and events. Intensive information and educational campaigns

Impact:

- Organization of multiple Human Resources seminars and recruitment fairs in the IK and Africa, with the help of major public and corporate partners
- Led to the return of over 250 Africans in the Diaspora for employment in Africa in one year to help spur economic development
- Arranged presentations on capacity building needs and challenges in Africa to raise awareness and action
- Facilitated transparency, good governance and best practices in Africa's HR development
- Partnered with international partners on policy formulation to ensure that benefits from migration remain in Africa
- Enabled Africans within Africa secure job opportunities within Africa through AR seminars, meetings and searchable database

- Increased citizen participation of citizen in the capacity building process in cooperation with local governments

Agency(s): NEPAD, Commonwealth Secretariat, Commonwealth Business Council

Funding: NA

Contact:

18 Pall Mall
London SW1Y 5LU
United Kingdom
Tel: +44 20 7024 8270, 224 or 240
Fax: +44 20 7024 8201
Email: info@africarecruit.com

References, sources:

Youth Employment Network

Private sector development

Name of the project: USAID GHANA

Characteristics of the project: Economic Growth Programme

Context, identification of needs:

As one of West Africa's growing economic player, Ghana has the potential to grow substantially. In order to do so, however, markets must be structured, policies adjusted to this growth, and the private sector must be fostered through a viable environment.

Objectives/aims:

To increase the competitiveness of the private sector to: 1) compete nationally, regionally and within the global marketplace; 2) improve the enabling environment for private sector development; 3) modernize the agricultural sector; and 4) strengthen the private sector's capacity to produce quality agricultural and agro-processed products.

Description of the project and methodology:

To Improve the enabling environment, policy reforms were undertaken in order to: improve the macroeconomic management of policy reforms; improve agricultural policy analysis; promote public-private dialogue of the impediments to policy/regulatory reform; and remove barriers for agricultural commodities to enter into the market place. Furthermore, USAID supports access to credit by serving as a guarantee to loans at banks. This activity also improves the information and communication technology (ICT) regulatory framework.

To strengthen the capacity of the private sector to respond to market demands: by conducting Export business development training and integration of smallholder farmers into the export supply chain, with focus on: enterprises and smallholders market access through better information, and meeting required food safety, health and phyto-sanitary standards; Increasing diffusion of improved technologies and environmentally sound production practices; Improving the management capacity of firms by preparing business plans, strengthening accounting systems, accessing micro-credit, and adopting the use of information communications technology (ICT); Applying best practices in sustainable resource management in agriculture and eco-tourism, and finally, strengthening business associations to provide better services to their members.

Expanding and improving access to economic and social infrastructure: technical assistance and training to develop and implement a new gas regulatory framework for Ghana; promoting reform of the legal and regulatory framework for ICT; and developing innovative applications to improve market information for selected non-traditional exports.

Improving economic policy and the business environment: conducting land tenure research to support dialogues on policy reforms; strengthening multi-donor dialogue on public-private policy; establishing bio-safety law to field test genetically modified crops; and providing graduate training for economists and agricultural specialists.

Improving sustainable management of natural resources and biodiversity: supporting biodiversity conservation through a community-owned ecotourism activity and an agro-forestry program linked to cocoa production; supporting sustainable land use practices among smallholders; and growing organic products for the European market place.

Strengthening the financial services sector and increasing access to capital: implementation of Ghana's Financial Sector Strategic Plan (FinSSP) by providing technical assistance and support of two long-term advisors - one to the Bank of Ghana and the other to the Ministry of Finance and Economic Planning/Debt Management Unit.

Impact:

- *Reduced Lending Rates:* The U.S. Treasury Debt Advisor contributed to providing more accurate public sector borrowing estimates, resulting in a decrease in government borrowing, and reducing the value of treasury bills.
- *Increased Links to Market:* To meet the stringent quality standards of the European Union, USAID initiated and facilitated the preparation of agricultural export protocols that comply with European standards.
- *Provided Top-quality Products:* With assistance from USAID, Ghanaian exporters provided top-quality products to the world market: 1) Dansak, a Ghanaian exporter shipped over 12 metric tons of papaya to Europe at competitive prices resulting in a 20 percent increase in profit for the company; and 2) Athena Foods Limited, a Ghanaian-owned company producing juices and concentrates for export to Europe and for the domestic market received technical and financial assistance through USAID that led to the company's expansion into the regional market. Athena Foods is now the major supplier of pineapple concentrates to Coca Cola in Nigeria for the production of 'Five Alive', a fruit drink.

Agency(s): USAID GHANA

Funding: NA

Contact:

Post Office Box 1630, Accra, Ghana
E45/3 Independence Avenue
Telephone: 233-21-780580, 233-21-228440
Fax: 233-21-231937
Email ghanaweb@usaid.gov

References, sources:

USAID Ghana Website, <http://www.usaid.gov/gh/mission>

ABEX

Name of the project: Africa Business Roundtable

Characteristics of the project:

Context, identification of needs:

As part of an ever-changing economic system, ABR recognizes the responsibility to hold informed dialogue with the public sector and continual appraisal of the sector, all with a view to shaping a nimble and well educated business sector, which effectively taps into Africa's natural wealth. ABR believes that the private sector in Africa is the Engine of the continent aggregate economy. As such, it committed to its development, both in the reinforcement of its existing capacity as well as the encouragement of new partners and competitors. Article 3.1 of the ABR charter states that the organization must strive to be:

- a) Diverse, representing established and nascent business across the continent and in a broad cross-section of Sectors;
- b) Representatives of the highest standard of African business practice and ethics;
- c) Focus first on engendering co-operation among African business and stated and secondly on partnerships outside of the continent.
- d) An example of African initiatives, innovations and self sustainability in the administration and operation, and
- e) Committed to action

Objectives/aims:

- (a) To expand the role of private enterprise in Africa and to create an environment conducive to economic growth and prosperity;
- (b) To provide assistance to existing enterprises, and to serve as a forum for business leaders to study issues, exchange ideas, and develop positions and solutions to problems of mutual concern;
- (c) To serve as a forum for its members, promote the establishment of business relations among them, and encourage the formation of joint ventures;
- (d) To promote wider awareness of Africa's business, investment and trade potential;
- (e) To co-operate with governments, the public sector and other organizations in Africa and internationally with a view to advocating elimination of impediments to investment and trade;
- (f) To advise and encourage governments, and other national, regional or international institutions, to adopt laws, policies, regulation and procedures that enhance business growth, especially in small and medium-sized enterprises;
- (g) To build and maintain a positive image and enhance the good reputation and effectiveness of African entrepreneurs by providing them with:
 - 1. Training and professional opportunities (including expert information on research and appropriate technology);
 - 2. Advice on potential sources of capital; and
 - 3. Assistance resource mobilization;
- (h) To encourage indigenous African enterprise in the processing and marketing of raw materials and agriculture products, and in the various service sectors;
- (i) To promote amicable settlement of business disputes through mediation and arbitration;
- (j) To serve as an instrument for healthy dialogue with governments and the public sector;
- (k) To co-operate with African regional and sub regional financial or economic organizations for the integration of the economies of Africa;
- (l) To serve, pursuant to (j) and (k) above, as partnership that is able to assist businessmen and businesswomen to play a constructive role in building a more prosperous Africa.

Description of the project and methodology:

Main Programs:

African Business Executive (ABEX) Program

ABEX is an electronic database of African consultants and business activities relative to Africa that will play an important role in promoting intra-african, cooperation and investments and economic growth and sustainable development. The UNDP subscribed to this idea and therefore become the major financier of the ABEX program. The program will operate as follows: - There will be the installation of ABEX equipment, designing of the database and hosting of the website in the ABR Secretariat which will be directly linked to the information system of the West African Enterprise Network (WAEN) and UNV-UNISTAR, a UNDP program that places short-term private sector advisors in developing countries offices. A fee structure to be established in order to make the project self-sustaining. An eventual linking of ABEX to existing networks and databases of consulting firms inside and out of Africa. Eventual establishment of an ABR Internet Site and Closed Loop Electronic Service for members. The main beneficiaries will include: African private sector operators African governments Donor agencies and other multilateral institutions UNDP Country Officers Non-governmental Organizations (NGO)

Also part of the NEPAD Business Group.

Impact:

ABR SEAL OF GOOD CORPORATE GOVERNANCE

When the ABR came to existence, few development financing institutions offered facilities that assisted the private sector directly. Today, nearly every one of them has a separate department for funding private enterprise. When the ABR was formed, the voice of the private sector was conspicuously absent in all national, regional and continental conference and meetings. Today, no conference of import is organized on the continent (or about the continent) without a significant representation of the private sector. The ABR chairs a number of development committees. During its sort history, the organization has gained stature and a reputation as an effective advocate of business in Africa and, for many governments, a reliable partner in development. The ABR is now shifting gears to ensure that corporate Africa demonstrate commitment to good governance – improving transparency, accountability and responsibility.

Agency(s): Africa Business Roundtable, NEPAD, UNDP, UNIDO, MIGA, and ADB

Funding: NA

Contact:

www.abrnet.org

References, sources:

Taken from the Africa Business Round Table website www.abrnet.org, The ABEX website, www.abecnet.org, and the NEPAD Business Group website <http://www.nepadbusinessgroup.org>.

West Africa Trade Hub

Characteristics of the project:

Overview: The West Africa Trade Hub (WATH) is a USAID-funded center created to boost West Africa's trade competitiveness. WATH elps West African businesses sell to the US market, in many cases taking advantage of increased trading opportunities provided through the African Growth and Opportunity Act (AGOA).

Brief overview of main innovative, successful features of the project/programme:

Location: West Africa

Objectives/aims:

- To promote export business development by strengthening the capacity of African firms to meet US market requirements in priority products and commodities.
- To build business linkages through sponsorship to select US trade shows and acts as an honest broker.
- To provide AGOA support services WATH provides information on AGOA and global trade through 15 AGOA Resource Centers (ARCs) throughout the region.
- To offer technical assistance to governments and the private sector on procedural requirements (such as how to obtain AGOA textile visas and certifications).
- To increase international and intra-regional trade.

Impact:

- **Increased trade opportunities for African business.**
-

Partners**Contacts:****References, source:**

www.watradehub.com

AAITPC

Name of the project: Asia-Africa Investment & Technology Promotion Centre (AAITPC)

Characteristics of the project:

Within the framework of South-South Cooperation, UNIDO with the support of the Japanese government established AAITPC to promote business linkages Africa and Asia.

Location: Active in seven African countries

Objectives/aims:

- To increase trade and investment links between Africa and Asia.
- To promote technology transfer between the two continents.
- To reinforce the capacities and knowledge base of African firms.

Impact:

- Increased investment, trade and technology transfer from Asia to Africa.
- **The development**

Partners**Contacts:****References, source:**



Appendix III Youth Employment Worksheets for Policy and Programme Review

Part 1. Overall assessment														
Country:														
Implementing agency:														
Contact address:														
	Agriculture	Industry (productive sector)	Service sector					Renewable energy	Urban	Rural	Formal sector	Informal sector	Post-crises specific	Migration specific
			Retail	ICT	Tourism	Repair/maintenance	Other							
	Please specify						✓ Please Where relevant							
Support measures														
Government policies														
Support to Youth Organizations														
Youth initiated projects														
Labor supply side														
Skills development														
<ul style="list-style-type: none"> Formation, vocational training, 														

• Apprenticeship programmes															
	Agriculture	Industry (productive sector)	Service sector					Renewable energy	Urban	Rural	Formal sector	Informal sector	Post-crises specific	Migration specific	
			Retail	ICT	Tourism	Repair/maintenance	Other								
	Please specify							✓ Please Where relevant							
• Entrepreneurship training, integration in curricula															
Microfinance for youth															
Labor demand side															
Labor-intensive public-works programmes															
• Labour-intensive infrastructure development															
• AGTIP programmes															
• MIGA programmes															
Private sector contribution to youth employment															
• Multinationals, national enterprises, Global Compact and CSR programmes															
• Government-Business Partnerships															
Entrepreneurship development															
• Business start-up support															
• Mentoring programmes															
• Networking															

Part 2. YE programme assessment	
Country:	
Name of agency (Implementer):	
Project name/title:	
Main issues addressed: (See worksheet part 1)	
Main beneficiaries:	
Main outputs:	
Main geographical focus:	
Duration:	
Local counterparts:	
Government host institution:	
Total budget:	
Funding source:	
Name and address of contact person for this project:	
Additional information:	
Time period and status (planned, ongoing, finalized):	
Part 3 cont'd: YE programme assessment Qualitative and quantitative outcome indicators	
Qualitative outcome indicators	
Innovation	
Impact	
Gaps	
Quantitative outcome indicators (where applicable and feasible)	
Government policies in place (Yes/No)	
No. of new short-term jobs created	
No. of long-term jobs created	
Public/private partnerships in place (Yes/No)	

No. of YE programmes of multinationals under CSR				
No. of new youth enterprises created				
No. of youth enterprises assisted				
No. of micro finance schemes particularly targeting youth				
No. of youth associations/groups established				
No. of youth associations/groups strengthened				
No. of business start-up programmes for youth in place				
No. of youth trained in vocational training				
No. of youth trained in apprenticeship programmes				
No. of youth trained and consequently employed				
Part 3. Country-specific data and policies on Youth Employment				
Country				
Youth unemployment rate				
Level of education	High school	University		
	Female	Male	Female	Male
Youth migration	Internal	International	Rural	Urban
Growth of insecurity				
Crime rate and proportion of youth				
General security feeling				
Impact on social and everyday life				
Impact on investment environment				
Government YE policy in place	YES	NO		
Issue of youth employment addressed				