

The GLOBAL PARTNERSHIP FOR YOUTH EMPLOYMENT *presents*

Ideas4Work

YOUTH EMPLOYABILITY and ENTREPRENEURSHIP in AFRICA

CONFERENCE REPORT

Dakar, Senegal

January 23–25, 2013

CONFERENCE SPONSORS



PARTNERSHIP MEMBERS



FOREWORD

In 2008, with support from the World Bank Development Grant Facility, the International Youth Foundation (IYF), the Youth Employment Network (YEN), the Arab Urban Development Institute (AUDI), and the Understanding Children's Work Project (UCW) joined together to form the Global Partnership for Youth Employment (GPYE). Its goal is to build and disseminate evidence on youth employment outcomes and effective programs to help address the challenges facing young people in their transition to work. The GPYE leverages the technical and regional experience of the five partner organizations in youth employment research, programming, evaluation, and policy dialogue. The partnership's work focuses on Africa and the Middle East, regions in need of better evidence on effective approaches to promote youth employment.

Africa is a very young continent, with half its population under 25 years of age. While this “youth bulge” is a huge challenge for countries trying to raise the skill levels and productivity of their young workers, it also represents a historic opportunity to generate economic growth and reduce poverty. However, over 10 million people enter the labor force every year. Ultimately, Africa's formal job markets cannot keep pace with the new entrants, and self-employment and working in small family enterprises are often the only viable options.

These are very complex challenges, and there are no easy answers. The region's youth face huge barriers as they seek to find employment or gain access to other opportunities to create a better life. They also very much want to be active partners in finding solutions to these challenges and helping to shape their own futures.

The *Ideas4Work* conference was convened by GPYE partners IYF, UCW, and YEN, with support from the World Bank and USAID, to provide a forum for discussing these challenges and understanding the solutions that are already being implemented. Over the course of this three-day event in Dakar, Senegal, over 200 participants, from 106 organizations and 27 countries — representing researchers, practitioners, and public, private, and civil society leaders, as well as young people — came together to brainstorm an action agenda to move our efforts in youth employability and entrepreneurship forward in Africa. The purpose was not only to disseminate and discuss evidence-based research on youth employment and entrepreneurship, but also to showcase effective programs and policies tackling the challenges of the “youth bulge” in Africa.

As you will see from the summary report that follows, a number of critical issues and successful approaches were explored and illuminated. From studies on labor markets and youth attitudes, to impact evaluations of job placement and empowerment programs, to an analysis of successful entrepreneurship initiatives, the conference provided in-depth information about what has worked and pointed to where future interventions could be made — both to fill knowledge gaps and effectively support young people's transition to work. Particularly compelling was hearing young entrepreneurs from the region describe the critical role they can play in solving social problems and how more investment could help them do that.

The result was an exciting and fruitful series of discussions that will help to inform the agenda of the GPYE going forward, as well as inspire the broader community of donors, NGOs and governments concerned about youth employability in Africa to take action and implement real solutions.

David Robalino

Co-Director, Employment and Development Program at IZA
Labor and Youth Team Leader and Social Protection and Labor
The World Bank

PREFACE

The situation for young people in Africa today is becoming dire. In many African economies as much as two-thirds of the young population is *underutilized*, meaning they are unemployed, employed irregularly (most likely in the informal sector) or not engaged in either education or training. Governments, international institutions and civil society are struggling to find answers on how to respond. The GPYE convened the *Ideas4Work* conference in order to provide policy makers and practitioners with concrete, actionable and evidence-based solutions to the youth employment challenge. The three-day conference brought together more than 200 people from 27 countries, representing 106 partner organizations of GPYE including the private sector, government, donors, civil society, and youth-led enterprises.

The objectives of the conference were to gather, disseminate, and discuss evidence-based research on youth employment and entrepreneurship outcomes; and to showcase effective programs and policies that respond to the challenges facing young people in their transition to employment in Africa.

A core focus of the conference was the presentation of recent research results related to “what works” and “what does not work” in youth employment and entrepreneurship. The findings and recommendations of this rigorous research is intended to inform the strategy of the GPYE going forward as it constructs a new three year plan. Participants contributed to building an action agenda for GPYE, which is revealed in the summary of this report.

In lead up to the conference, consultations with participants revealed the following four themes as important areas of policy making. These themes were used as breakout groups for presentation of the research during the conference:

1. Effective employability **skills development** and **job placement** interventions for youth
2. Proven strategies for meeting the needs of **vulnerable and disadvantaged** youth
3. New models for promoting positive **youth participation** in development, decision-making, and policy dialogue
4. What works in supporting sustainable **youth entrepreneurship**

The report is divided into four main sections. In the first section, an overview on the challenges and trends in the youth labor market is provided focusing both on the continuing labor market crisis and on structural issues in youth labor markets. In the second section, we attempt to outline what is the current state of research that is available on the topic of youth employment in Africa and identify where major gaps exist. In the third section, summaries of the selected research are presented providing readers with a series of policy and program recommendations which are backed up by evidence. In the last section, a conclusion and action plan on the way forward is proposed.

CHALLENGES AND TRENDS IN YOUTH EMPLOYMENT IN SUB SAHARAN AFRICA

The *Ideas4Work* conference has come at a moment of increasing crisis for young people. Global youth unemployment figures continue to rise and the International Labour Organization (ILO) projects the figure will reach 12.8 per cent by 2018 — wiping out the gains made at the start of the economic recovery. Behind this worsening figure is an even more worrying picture, revealing persistent unemployment, a proliferation of temporary jobs and growing youth discouragement in advanced economies; as well as poor quality, informal, and subsistence jobs in developing countries.¹

While youth unemployment rates in Sub Saharan Africa (SSA) are lower than in many other regions (11.8 per cent in 2012), it has by far the highest rate of working poverty, estimated at 40.1 per cent in 2012 at the US\$1.25 per day level, showing us that working is necessary for survival for many young people. The quality of jobs is also a huge problem, while wage and salaried workers account for almost half of employment at the global level (48.4 per cent in 2012), this proportion is only 21.4 per cent in SSA, compared with 63.8 per cent in Latin America and the Caribbean and 49.4 per cent in East Asia. Many youth start their working life as unpaid family workers and at some point become own-account workers, defined as vulnerable youth.²

The employment profile of an African youth widely differs from the rest of the world. *Understanding Children's Work* has completed an analysis of survey data from 12 countries in SSA showing the main challenges that youth face in the labor market. Significant differences exist between youth living in rural and urban areas: unemployment is mainly an urban phenomenon while underemployment is commonplace in rural areas. Youth living in cities and towns have better access to education and stay in education longer before entering the labor market compared to their rural peers. Only a small share of youth, rural and urban alike, are employed in the formal sector; the majority of rural youth work in agriculture and the majority of urban youth are found in the traditional service sector.

A major concern in SSA is the large share of youth, and especially female youth, who are not attending school and are not looking for work, defined as the “discouraged worker rate of youth”. The discouraged worker has simply abandoned any hope of finding work. This youth profile often implies the biggest challenge of transition to a decent job.

THE STATE OF THE EVIDENCE BASE ON YOUTH EMPLOYMENT IN AFRICA

The research results and good practice presented in this conference attempt to narrow the gap of evidence on which interventions provide positive employment outcomes for youth. Nevertheless, the evidence gap remains large and very little quality research is being completed on the topic in Africa.

The second day of the conference began with an intervention from Mr. Shawn Powers from the Abdul Latif Jameel Poverty Action Lab (J-PAL). J-PAL recently completed a review paper³ to identify the state of knowledge in the area of youth-focused interventions. The report summarizes the existing evidence and identifies pressing open questions about a broad set of key issues for youth, including life skills and decisions, health and risky behavior, and entry into the labor market. The review focuses mostly on evidence from micro-level interventions produced by randomized controlled trials (RCTs) and quasi-experimental methods. Overall there is limited evidence to guide policymakers especially in developing countries on which youth-focused interventions or youth-friendly features work best.

1 *Global Employment Trends for Youth 2013: A generation at risk/International Labour Office -Geneva: ILO, 2013*

2 *Ibid*

3 J-PAL. 2013. “J-PAL Youth Initiative Review Paper.” Cambridge, MA: Abdul Latif Jameel Poverty Action Lab.

The review firstly looks at young people as decision makers in their personal lives and education and secondly at the challenges of youth integration into the labor market. This summary will focus on youth employment outcomes.

With respect to skill formation, the evidence suggests that family environment and household resources play powerful roles and that both cognitive and non-cognitive skills influence educational outcomes, wages and labor force attachment. Moreover, non-cognitive skills seem to be easier to influence later in life than cognitive skills which would suggest that they might be relevant to target for youth. This is an important programmatic finding, but more research is needed to understand “how late is too late?” in teaching these skills.

The report also looks at the challenges of information asymmetries (i.e. young people’s lack of information about the labor market and potential employers’ lack of information about people with little work history), the role of location in matching youth to jobs, and how the features of labor contracts and laws affect youth employment. Informational interventions aim at addressing the “paradox of unemployment and vacancies” which is well depicted by the Egyptian case where 1.5 million youth are unemployed with 600,000 vacancies in formal sector firms. The problem is also possibly linked to youth’s unrealistic expectations about job market and wages of which there is evidence from several African countries. Young people lack information about what types of jobs are available and the qualifications needed to get them, and disadvantaged youth may not have access to social networks that could help them find jobs. Firm’s lack information about the productivity of young people and providing them with this information has been shown to strongly impact labor market functioning; yet referrals don’t seem to be as effective in the developing country context. Employment legislation that raises hiring and firing costs as well as minimum wage laws may reduce youth employment opportunities while temporary contracts may favor them, but the evidence is inadequate to understand the longer-term impacts.

Lastly, the review looks at the Active Labor Market Programs (ALMPs) as many governments and other institutions are implementing these types of programs to address low employability. ALMPs often entail training, job search assistance, as well as direct job creation. The literature seems to draw a generally discouraging picture as benefits are short-term at best. Nevertheless, it is difficult to make general conclusions given the heterogeneity in modes of implementation and selection problems of most studies. Apprenticeships appear to be the primary model of job training in Africa. Yet, descriptive work suggests some challenges with their implementation such as: incentivizing the trainers, barriers to access for females and costs which are often prohibitive for apprentices. Most of the available evidence on the impact of training programs comes from Latin America and shows qualified success for training programs that combine in-class and on-the-job training. Public works programs have been found to be rarely effective beyond the length of employment and often fail to target the poorest. Not much evidence is available on the promotion of youth entrepreneurship. Recent innovations that offer flexible repayment schedules and the use of mobile technology may be worth testing on youth. In general, the report calls for more rigorous evidence on ALMPs, and more evidence from Africa to answer questions such as: (i) Can different interventions be usefully combined, e.g. training and job search assistance?; (ii) Could information campaigns or counseling help reset unrealistic expectations?; (iii) What is the optimal design of job training programs, such as apprenticeships?

SUMMARIES OF PRESENTED RESEARCH

In the months leading up to the conference, GPYE issued a call requesting scholars to submit proposals for presentation of recently completed research on youth employment in Africa. The call resulted in the submission of 67 abstracts from 28 countries. A majority of the submitted research addressed the topic of youth entrepreneurship (37%), while the theme of skills development and job placement also received considerable attention (27%). The majority of proposals submitted (21) came from East Africa (Kenya, Tanzania, Uganda, Rwanda and Ethiopia).

The proposals were scored by a scientific committee made up of researchers from IYF, YEN, UCW and the World Bank. Proposals were evaluated based on the strength of the research question, the rigor of the research methodology and the quality of the findings and recommendations. Studies that controlled for the selection of research subjects were given preference.

Ten studies were selected to present at the conference. The following gives short summaries of the research findings broken down into the four themes of the conference.

Theme A: Effective employability skills development and job placement interventions for youth

Study 1: Testing what Works in Youth Employability—an Impact Evaluation in Kenya

Presenter: Thomaz Alvares de Azevedo, School to School International

Authors: Thomaz Alvares de Azevedo and Jeff Davis, School to School International

Country of Focus: Kenya

The intervention:

The Ninaweza program is an innovative and comprehensive youth employability skills training program delivered by IYF in collaboration with the local implementing partner, the African Centre for Women, Information and Communication Technology. The intervention includes four components:

1. Technical/vocational training in market-identified skill areas, with technical training in Information and Communications Technology (ICT) being a focus area;
2. Life skills training;
3. Work experience through internships;
4. Job placement assistance, as well as mentoring and business development support services for youth interested in pursuing self-employment.

Over 500 young women aged 18–35 from informal settlements around Nairobi participated in the program.

Research methodology

The purpose of this research is to test a comprehensive employability training program model and its impact on the employability and income generating capacity of a targeted youth group. The study aims to measure the impact of a comprehensive skills training and income generating program model using a randomized control trial (RCT) design. This evaluation, which takes place in concert with the project implementation, aims at answering three main questions:

1. Does the youth employability program produce technical knowledge and skills that will allow the young women to obtain work in the IT and related sectors?
2. Does the program have a positive effect on income-generating capacity, whether in the formal sector, informal sector, or from self-employment?
3. Does the program lead to improved self-confidence and other attributes of psychosocial and interpersonal empowerment?

A total of 1,510 youth applicants were randomly assigned to one of three groups. The treatment 1 group in which participants receive training in ICT and life skills as well as job placement support whereas Treatment 2 participants only receive ICT training and job placement support. Participants randomly assigned to the control group do not participate in any training intervention. Data was collected from all three participant groups at three points throughout the evaluation. At the baseline, pre-tests in

ICT and life skills were administered to capture respondents' background knowledge of these topics. A pre-survey was also administered to capture background information on earnings, employment. At the mid-line, respondents completed the post-test for ICT and life skills to determine whether there had been a change in their knowledge since the baseline. At the end-line, respondents answer the post-survey, to determine whether there has been a change in earning capacity, employment status and confidence. In-depth interviews are conducted at end-line with a sample of women and internship employers to provide explanatory support to the results of the evaluation.

Findings: Preliminary findings from the evaluation have established the following:

- The training intervention in ICT and Life Skills succeeded in increasing test scores amongst treatment participants;
- The program increased the likelihood of treatment participants obtaining a job compared to control participants
- Qualitative research in the form of exit interviews with participants and employers suggest that treatment participants are more confident in their skill set, more optimistic in getting a job and more likely to obtain a full-time salaried position.

Recommendations

- It is important to identify the private sector and labor market needs first and tailor training programs accordingly to ensure youth gain the soft and technical skills needed to fill gaps in the local labor market.
- Key considerations should be taken while implementing an impact evaluation on youth programs, such as retention strategies for both treatment and control groups and data collection methodologies that are convenient for the participants,
- In principal, in impact evaluations the motivation level should be the same for the treatment and control participants so that the tests are comparable. To increase motivation and participation of control group participants in the study, the program design should allow for control participants to receive the intervention post the evaluation.
- Several ideas were also suggested on ways to improve policy and program design across the region, such as creating an institutional framework for compiling existing research results and using them to inform and improve policies and programs, creating an apex body to disseminate research findings to different agencies, and developing a more unified approach for sharing best practices, resources, and tools in order to help ensure increased quality of jobs skills and placement programs.

Discussion

The component of life skills in the treatment groups was a strong factor that empowered the youth to take responsibility for their own advancement, in terms of looking for jobs and becoming more entrepreneurial. Employers emphasize the need for employees to have soft skills (i.e. time management, team work, and communication skills); however, youth often do not possess these skills. With that said, discussants agreed that there is a need at the policy level to put more emphasis on soft skills in job training programs and scale up programs that have proven to be effective. A number of challenges faced by practitioners while implementing employability programs and linking youth to internships and jobs were also discussed. Discussants were interested in knowing how organizations with an internship/job placement focus can systematically approach private sector companies to link youth to opportunities. Further discussants suggested that in SSA and possibly in other regions, an 'internship culture' needs to be cultivated to change the negative attitudes of employers and young people towards internships; ultimately allowing youth to gain practical hands-on experience.

Study 2: Youth Employment in Northern Senegal: Creating Job Opportunities for Young People

Presenter: Dr. Damien Échevin, Université de Sherbrooke; MomarSylla, National Agency for Statistics and Demography; Ciré Kane, Synapse Center

Authors: Dr. Damien Échevin, Université de Sherbrooke

Country of Focus: Senegal

Research objective:

This assessment report focuses on youth employment and entrepreneurship in the region of Saint-Louis, Senegal. Over the last

decade, the major efforts made by this country to foster youth employment can be seen in a number of initiatives; however, the jobs that have thus been created are associated with low wages and a lack of security, especially in the agricultural sector. Such poor prospects have significant social impacts and negatively affect young people's dynamism on the job market. This situation seems to be at least partly caused by the gap between the youth's qualifications and competencies with regards to the firms' needs.

The report thus seeks to identify innovative actions that can improve the employment conditions and earnings for young people in the context of weak job creation and low accumulation of human capital. The agricultural sector shows strong potential to meet these needs as it provides a large share of the jobs for young people in the area.

Research methodology:

The assessment identified the major constraints for rural youth employment by collecting information from businesses, households, youth and various other stakeholders in northern Senegal's agricultural sector. The Dual Client Assessment (DCA) approach, considered both young people's needs for training, skills, and entrepreneurship opportunities, as well as the dynamics of the local agricultural job market. The methods used to collect information for the analysis included stakeholders' assessments and focus groups, as well as surveys of youth, households, and firms.

Findings:

The main findings of this local study are as follows:

1. Young people experience difficulties securing a quality job, both in the formal and informal sectors, for a variety of related reasons such as the skills required to gain access to jobs.
2. Employment conditions vary between gender, location, and education — most notably showing the limited advantage education has provided those with diplomas.
3. Indication of sub-sectors in the agriculture industry which can induce more job creation for youth: rice, onions, and tomatoes.

Recommendations

In the light of these results, actions to facilitate the integration of young people into the productive system must be supported.

1. Increased support for the position of agriculture-oriented colleges so that jobs in the informal sector can go beyond the minimum level of working as family aids.
2. Increased follow-up with the pilot projects aimed at training youth for jobs in formal companies, as well as for setting up their own business.
3. Better connect training with the needs of the agricultural industry through regular communication between the various stakeholders on both sides.
4. Facilitate access to quality jobs, and stimulate youth's networking efforts by supporting the development of information on available jobs. From that perspective, ICTs appear to offer tools to increase access.
5. Recognition that youth who have completed their training, need further accompanying measures such as access to information, orientation centers, and financing or micro-credit programs.

Discussion

Discussants agreed that there is a need to improve the job seeking skills of youth through more skills training and experience. On the business side, smaller firms must develop more modern strategies that are effective for promoting competition and diversification. Participants in the discussion raised additional questions on issues such as anti-youth discrimination; the rural-urban divide; creating a long-term perspective to building employment opportunities; how to support youth engaging in agriculture through infrastructure, financing, training, and tax breaks; and the importance of creating a way to share information among agricultural entrepreneurs.

Theme B: Proven strategies for meeting the needs of vulnerable and disadvantaged youth

Study 1: The Effects of Apprenticeship Training for Vulnerable Youth in Malawi

Presenter: Victor Orozco, World Bank

Authors: Prof. Mushfiq Mobarak, Yale University and Dr. Yoonyoung Cho, World Bank

Country of Focus: Malawi

The intervention

This study evaluates the impacts of apprenticeship training in providing self-employment opportunities for youth vulnerable to HIV/AIDS. The intervention being studied is a nation-wide, pilot project implemented by Malawi Governments' Technical Education, and Vocational Education and Training Authority (TEVETA). Youth received apprenticeship training from a Master Craftsperson in their desired occupation, including bricklaying, car repair, tailoring, and hairdressing. The apprenticeship was combined with one week of life and business skills training and a start-up toolkit: a package of basic equipment required to launch the business. A "pep talk" was also introduced to encourage positive attitude and encouragement.

Research methodology

The impact evaluation uses a Randomized Controlled Trial (RCT) design. About 1,900 youth took part in the study; two thirds of them were randomly selected for the treatment group and the other one third to the control group. The length of the apprenticeship training varied; for example, training for auto mechanics lasted more than three months while hairdressing only lasted three weeks. The baseline survey was conducted between April-May 2010, before the program started. The survey included detailed demographic information, household background, socio-economic activities and status including the experience of training and business, as well as knowledge on sexually transmitted diseases and patterns of risky behavior. One follow up survey was conducted four months after training had ended, before the control group received the program.

Findings

- **Skills and human capital:** participation in the program led to significant increases in self-assessed life skills and knowledge on how to start a business. Total hours spent on skills development (school or training) increased by 133% a month after training. These benefits only accrued to men.
- **Work hours and business start-up:** There was no change in the number of hours and participants were 8 percentage points less likely (41 percent decrease) to start a business in the 12 months following the training. These findings show that either the skills gained were not sufficient to start a business or youth rather prefer to invest in human capital.
- **Well-being:** Training had a large positive impact on participants' general satisfaction with life although again, only amongst males.
- The pep-talk was highly effective in boosting entrepreneurship confidence in both genders. It induced men to take more labor market risks in the short-run (men are likely to work after training and hence earn less).

Recommendations

- Overall the evaluation results indicate that apprenticeship training in this particular context did not provide increased work, income or business opportunities for youth. Instead the main outcome of the intervention was the increase in youth's investment in additional training and education. Apprenticeship programs should reconsider the theory of change based on this finding.
- Given the follow up survey was conducted only four months after the intervention, it is crucial to track these individuals longer to see if there are labor market improvements in the long run.
- Pep-talk like interventions designed to address issues of self-esteem of future entrepreneurs are high-impact and cost-effective tools.
- Given the poor results for young women, vocational programs need to introduce and test innovative ways to make these

- programs work better for women.
- The evaluation provides very little information on the “black box” or the quality of the implementation of the program. So as to be able to measure the impact of this type of intervention as opposed to the quality of its implementation (i.e. implementation versus theory failure), we need to monitor quality. In this case, we will not know for sure if it was the problems with implementation or the actual apprenticeship that didn’t work.
 - Very few of the participants received the start-up kits, missing a good opportunity to evaluate the young people’s use of tools and instrument capital.

Discussion

Discussions focused on the limited evidence of the intervention’s impact on well-being or labor market outcomes of young women. Moreover, they stressed the large focus of the study on why the training did not provide benefits to young women. Discussants felt that apprenticeship programs for young women should provide training for trades more suited to women. It was also suggested the need to expand the base of female Master craftspeople and accordingly designing programs to increase their number and upgrade their skills.

Discussions did not feel that one week of life and business skills training was enough to provide any labor market impacts and suggested four weeks as the minimum for this type of training. Another suggestion was to design trainings through close collaboration with the private sector as well as youth.

The capacity of the implementing agency was also regarded as a key factor for success. In the case of Malawi, the implementing agency TEVETA showed certain flaws — such as a challenging distribution of start-up kits, insufficient training, and weak recruitment process of Master craftspeople — that may have played a significant role in the outcomes of the program. It was suggested to conduct a capacity building exercise with the implementing agency and for the particular case of TEVETA to ensure improvements in delivery before scaling up the program.

Study 2: Examining the Links between Youth Economic Opportunity, Civic Engagement, and Conflict: Evidence from Mercy Corps’ Somalia Youth Leaders Initiative

Presenter: Dr. Rebecca Wolfe, Mercy Corps

Authors: Dr. Rebecca Wolfe and Mr. Jon Kurtz, Mercy Corps

Country of Focus: Somalia

The intervention

For 20 years, large parts of Somalia have been marked by violence, severe poverty, extremism, and criminal behavior. The majority of the participants in militant and criminal groups⁴ are youth. There are few outlets for them to engage in productive activities.

Mercy Corps is investing in Somalia’s large youth population through the USAID-funded Somalia Youth Leaders Initiative (SYLI). Through this program, 150,000 young people in Somalia, Puntland, and Somaliland will have increased access to quality education and skills training opportunities, greater economic self-reliance, and platforms and capacities to positively engage with society.

Research methodology

The underlying theory of change of the project is that providing young people with quality education, skills needed to earn a decent wage, and opportunities to engage in public dialogue and civic actions will reduce the attraction of armed groups and

⁴ According to the 2012 Somalia Human Development Report, youth are the majority of the participants in militant and criminal groups in Somalia, including al-Shabaab.

criminal activity. Despite this, results of recent studies that have examined these theories show mixed support⁵. The Mercy Corps study aims to identify which factors best predict and positively impact youth propensity towards violence in fragile contexts.

The study used household survey data and employed multivariate regression to identify the factors that significantly predict youth's attitudes and behaviors towards political violence. The data analyzed were from individual surveys of a representative sample of 1,089 youth (549 in school and 540 out of school youth) in Somaliland and Puntland. The survey was conducted between February 29 and April 18, 2012 as part of the SYLI baseline study.

Findings

- **Engagement and attitudes about violence:** Over 20% of youth in Somaliland and Puntland have either participated in violence or would do so given the opportunity. Youth in school were more likely to hold attitudes that support the use of violence. These findings suggest that expanding access to education opportunities in of itself will not improve stability.
- **Economic engagement:** Employment status of youth was not found to be related to their engagement in or attitudes about political violence showing that it is not economic incentives that appear to drive many youth in Somaliland and Puntland towards violence. One of the risks of many skills training programs is that they raise expectations that are not easily met given the lack of economic opportunities. As a result, youth may become frustrated in their inability to get a job, putting them at higher risk of seeing violence as justified.
- **Civic engagement:** Youth who were civically engaged were less likely to endorse the use of violence. However, youth who were civically engaged were more likely to have engaged in political violence. These findings point to the likelihood that in the Somalia context, there is not a clear line between peaceful and violent forms of political activism. As such, youth may resort to both forms when seeking to bring about changes in their societies.
- **Self-efficacy:** Youth with greater self-efficacy — as defined by their perceived abilities to influence decisions in their family, community, and country — were more likely to engage in or endorse the use of political violence. One potential explanation is that there are few role models that espouse non-violent change.

Recommendations

- This research shows that the connection between youth employment and participation in violence is not straight forward. It is paramount to understand why youth participate in violence when designing programs to promote stabilization.
- The relationship between perceived discrimination and participation in and endorsement of political violence was quite strong, illustrating that it is often these hurtful experiences that drive youth to engage in violence. Interventions need to provide youth opportunities to gain respect, for example through meaningful employment and community service.
- Increasing opportunities for civic engagement is not enough to reduce participation in or endorsement of political violence. Youth development programs need to make sure that when youth feel that they can act to make change, that we support them to make wise choices. This requires imparting knowledge and skills for how to use constructive, peaceful avenues to influence changes in their communities and broader societies.

Discussion

Discussants agreed with the research findings that civic engagement and employment opportunities are not by themselves enough to promote stabilization. It was suggested that youth need to learn how to create change through non-violent means and that conflict management programs could be introduced.

⁵ Beber, B & Blattman, C. (2010). *The Industrial Organization of Rebellion: The Logic of Forced Labor and Child Soldiering*. Berman, Felter, & Shapiro (2010) *Do Working Men Rebel? Insurgency and Unemployment in Iraq and the Philippines*. NBER Working Paper. ; Humphreys, Macartan & Jeremy Weinstein, *Who Fights? The Determinants of Participation in Civil War*, *American Journal of Political Science*, Vol. 52, No. 2, April 2008, p.447. http://www.stanford.edu/~jweinst/files/AJPS_2008.pdf

It was also suggested that the formal education systems should do more to teach coping and self-control behaviors so that youth feel less frustrated and are not inclined to react with violence. The Mercy Corps team may want to examine whether there are ways to work with the Ministries of Education in the three geographic regions on this issue.

Another implication from these findings was that the SYLI program needs to ensure the technical and vocational training being supported are geared towards meeting actual market demands for specific job skills. Lastly, the importance of conflict assessments when designing programs that use employment to increase stability was discussed.

Theme C: New models for promoting positive youth empowerment and participation in development, decision-making, and policy dialogue

Study 1: Empowering Adolescent Girls: Evidence from a Randomized Control Trial in Uganda

Presenter: Niklas Buehren, World Bank & University College London

Authors: Oriana Bandiera and Robin Burgess, London School of Economics and Political Science; Niklas Buehren, World Bank & University College London; Markus Goldstein, World Bank; Selim Gulesci, Bocconi University; Imran Rasul, University College London; and Munshi Sulaiman, BRAC International.

Country of Focus: Uganda

The intervention

The Empowerment and Livelihood for Adolescents (ELA) program, developed and implemented by BRAC International, aims at simultaneously tackling the economic and health challenges faced by girls in Uganda, a country with the second lowest median age and the highest child dependency ratio worldwide (UN 2010). ELA fosters girls' cognitive and non-cognitive skills by combining (i) vocational skills training — to enable girls to start small-scale income generating activities — and (ii) life skills — to build knowledge and reduce risky behaviors. ELA is delivered from designated adolescent development clubs (a social space for 20–35 girls within a community) reaching out to both students and school drop-outs. Girls meet on a daily basis under the leadership of an adolescent girl who coordinates training delivery as well as recreational activities.

Research methodology

The intervention was subjected to a Randomized Control Trial across 10 existing BRAC branch offices in Kampala, Jinja, Iganga, and Busia. The clubs were randomly assigned to 100 out of 150 potential program communities chosen to be part of the evaluation sample, and located in both urban and rural areas. After the assignment, BRAC opened and operated one ELA club in each of the 100 treatment communities. Around 40 eligible girls were randomly surveyed in both treatment and control communities at baseline (in 2008) and later on in 2010, leading to a two-year panel of over 4,800 girls. The research identified the causal effect of the program as the difference in outcomes for eligible girls in treatment and control communities before and after program implementation.

Findings

- 1. Girls' labor force participation and income:** participation in the program increased the likelihood of being engaged in some income generating activity by four percentage points, a result driven by additional engagement in self-employment.
- 2. Education:** There was no evidence of the program reducing school enrollment rates or affecting incentives for girls to invest in their human capital.
- 3. Health:** The program improved HIV and pregnancy related knowledge. In particular, there is evidence of increased self-reported condom usage among sexually active girls and decreased levels in fertility rates. Moreover, there was a drastic fall in unwilling sex which researchers point as the clearest marker that the combination of life skills and vocational training successfully improves the quality of relationships that adolescent girls find themselves in.

4. **Indirect effects:** By delaying age at first marriage and child-bearing, the program is expected to improve marriage quality, decision-making within households and to reduce women’s exposure to domestic violence.

Recommendations

- Comprehensive interventions that combine complementary services such as life-skills and vocational training are better equipped to address health and economic challenges for youth around the developing world. In the case of ELA, girls were more likely to take-on health related education in terms of knowledge and behaviors when they were simultaneously offered new income generating skills.
- Improvements in income generating activities among adolescent girls feedback to further reduce risky behaviors.

Discussion

The discussion highlighted the importance of designing and implementing policies to prioritize women’s empowerment and the increased need for more and better evaluation evidence to increase awareness and factors of success. While the benefits from multi-pronged approaches had been already stressed by other researches, participants appreciated the information the study provides on a specific combination of cognitive and non-cognitive skills training with an interesting, youth-friendly delivery model.

Interesting points were raised around:

- What exactly triggers positive impacts of the ELA on labor market and health-related outcomes? In other words, what is the role of the specific delivery mechanism, the curricula, and the combination of services in prompting such outcome changes?
- Spillover effects in the community, particularly whether empowering young women has an implication (positive or negative) on young men’s attitudes and perceptions.
- How to make the delivery mechanism (the clubs) sustainable in the long-run; and
- How replicable is the model in other countries and economic contexts.

Study 2: Family characteristics and transition into the labor market: Results from an original survey for Senegal

Presenter: Karine Marazyan, PSE-DIAL

Authors: Karine Marazyan, PSE-DIAL; Isabelle Chort and Philippe De Vreyer; University Paris-Dauphine.

Country of Focus: Senegal

Research objective

Family is an important institution in developing contexts and has significant power over many individual and group decisions from education to marriage and migration. Evidence of networks effects on labor market outcomes makes the study of family characteristics and interesting subject to understand the dynamics in the labor market, which are particularly challenging for young people. Accordingly, the research investigates the impact of socio-demographic characteristics of Senegalese households on age at entry into the labor market and explores both gender and cohort differences in such transition.

Research methodology

The research used and updated a 2006 survey that captured information from 1800 households on individual characteristics, household’s structure, and budgetary arrangements. Over 9,500 individuals (over 6 years of age) were interviewed. A risk model identified factors that delay or speed up entry into the labor market for young men and women in Senegal considering education level of the individual and his/her parents, father’s occupation and marital status, location, ethnicity and others.

Findings

- Factors that speed up entry into the labor market for young women: In measuring the age of first entry into the labor market, the study found that having been fostered, being in an early marriage, having completed secondary education, being Serere or

other (in reference to Wolof), as well as having a father with koranic education (in reference to father with no education) and working in the agriculture sector accelerates labor market entry for young women.

- Factors that delay entry into the labor market for young women: being the first born daughter, being currently enrolled in school, living in urban areas, being Pular (in reference to Wolof) and Murid and having a mother with some education or deceased parents before the transition increase the age at first entry.
- Factors that speed up entry into the labor market for young men: having been fostered, being in an early marriage, being Pular or other (in reference to Wolof), as well as having a polygamous father and a father working in the agriculture sector accelerate labor market entry.
- Factors that delay entry into the labor market for young men: being currently enrolled in school and having more than secondary level of education, living in urban areas and being Murid (in reference to other religious groups) as well as having parents with some education or a deceased parent before the transition delays the age of entry.
- Intergenerational comparisons indicate:
 - The motivation for fostering out boys has changed either because there is more prevalence of apprenticeship options or as a reflection of the household's worsened economic conditions. More research is needed in this area.
 - Today there are fewer ways to cope with the loss of a father and youth are pushed to drop out of school and work.

Recommendations

- When looking into transitions of youth into the labor market it is important to consider the role of social institutions such as family as well as social and cultural norms that surround an individual and have the potential to heavily affect his/her decisions.
- Characteristics such as economic conditions during childhood, network size, norms, and education seem to play an important role across gender and cohorts. Even more today, the lack of networks has pushed towards an early entry into employment.
- There is important scope for policy actions at various levels, namely: (i) improving household's capacity to cope with shocks to avoid an early entry and (ii) developing formal networks to facilitate information sharing on jobs; (iii) promoting girls' acquisition of general academic skills; and (iv) ensuring consistency between the skills provided by the education system and those demanded in the labor market.
- The research moving forward will focus on (i) the characteristics of the first job as well as (ii) early/late entry into the labor market and life trajectory.

Discussion

The panel of discussants raised interesting points around causality in the findings; stressing the fact the research offers correlations among key, valid variables. There was particular skepticism about the role of religion and ethnicity and further research just suggested and recommended in this area. The fact that early marriage seems to accelerate transitions opens up a whole new set of questions around transitions to where and how, including employment by status and sector.

The discussion also allowed for some recommendations on looking at the labor market in Senegal as a composite of markets, thus further research needs to be done regionally and by sectors. Differences in outcomes in rural and urban areas are yet to be rigorously studied and more data is needed at this level. As for the role of the government, the discussion touched base on the right combination of education and labor market policies that will delay entry for the right reasons.

Study 3: Livelihoods, employment creation and policy in Rural Tanzania: Behaviors, attitudes and implications to participation and engagement through the youth lens

Presenter: Kennedy Oulu, Indepth Consulting, Tanzania

Authors: Restless Development, Tanzania

Country of Focus: Tanzania

Research objective

The research studies the 2011 Behavioral Surveillance Survey, conducted by Restless Development in Tanzania as an annual routine assessment of attitudes and behaviors of young people in three areas, namely (i) sexual and reproductive health and rights, (ii) livelihoods and employment, and (iii) civic participation. Accordingly, the study aimed at (i) determining behaviors and attitudes of youth on entrepreneurship and employment in rural Tanzania, (ii) assessing levels of youth participation and engagement in policy development, implementation and review in rural Tanzania, and (iii) suggesting ways to leverage youth participation and engagement in entrepreneurship, employment creation and policy shaping in Tanzania.

Research methodology

The study was conducted in 16 districts of Iringa (including Njombe region), Mbeya and Ruvuma, using a mix of quantitative and qualitative methods as follows: (i) quantitative questionnaires administered to 766 young people in and out of school, (ii) focus group discussions with 220 young people in and out of school, and (iii) 18 interviews with opinion leaders at district and sub-district levels. Sampling for the study was purposive at regional and district level, and simple random at ward and village level.

Findings

- On youth entrepreneurship and employment:
 - Most men earning income are in the older cohort (26–29 years old) while most women earning income are slightly younger (22–25 years old). There is a positive trend in income growth for men and rather negative for women.
 - Most youth engaged in informal and formal unregistered businesses. There is more prevalence of informality among women than men.
 - There is limited connection to rural, local or regional value chains for young entrepreneurs.
 - There is limited access to financial services for rural youth. Interest rates are high and insufficient collateral vis-à-vis banks or MFI's requirements.
- On policy making, participation & engagement:
 - Civic participation is particularly low among young women in rural areas.
 - There is limited knowledge among youth about legislation that concerns them, e.g. MKUKUTA, which restricts the civic role of youth in monitoring policy implementation.

Recommendations

- Open spaces for meaningful youth engagement and participation in the development process in Tanzania, including participation in policy development and the monitoring of its implementation.
- Mainstream equity and develop employment opportunities for both young men and women.
- Provide livelihood and entrepreneurship skills that take into account value chain process for sustainable business.
- Develop policies that encourage formalization of businesses to provide realistic opportunities for business development considering the disadvantaged position of young women.
- Promote more youth-friendly financial products, exploring alternatives to collateral, easier access to loans, adequate interest rates.
- Improve dissemination and knowledge sharing of policies and legislation that affect young people.

Discussion

The discussion stressed the need to meaningfully involve young people in development from raising awareness to active programs that involve them in the creation of jobs for others and in designing and implementing youth policies. Policymakers, schools, and the international development community play a significant role in this process.

A second area of discussion focus on the need to improve cognitive and non-cognitive skills among youth so they are better equipped for the labor market — particularly as self-employed — and able to engage and participate in development. The need to empower young women was once again highlighted as a key development step to support youth.

It was suggested further research is needed in assessing the skills needs of youth in rural areas and understanding their motivation to take up loans.

Theme D: What works in supporting sustainable youth entrepreneurship?

Study 1: Entrepreneurship Training among University Graduates: Evidence from a Randomized Trial in Tunisia

Presenter: Madhi Barouni, World Bank

Authors: Patrick Premand, Stefanie Brodmann, Rita Almeida, Rebekka Grun, World Bank and Mahdi Barouni, République Tunisienne, Centre des recherches et des études sociales

Country of Focus: Tunisia

The intervention

This study evaluates the impact of a new entrepreneurship track for university students in Tunisia. The intervention was introduced into the tertiary curriculum in the 2009–2010 academic year as part of the national development policy reform. The entrepreneurship track was targeted at university students in the applied undergraduate (*licence appliquée*) curriculum and entailed business training, personalized coaching, as well as the opportunity to graduate with a business plan instead of a traditional undergraduate thesis. Upon graduation, participants were invited to submit their business plans to a competition (*concours des meilleurs plan d'affaires "entreprendre et gagner"*). The fifty winners of the competition became eligible to receive seed capital to establish their business.

Research methodology

The impact evaluation relies on a randomized control trial. Due to oversubscription to the program, half of the applicants were randomly assigned to the entrepreneurship track and the other half were assigned to continue with the standard curriculum. Randomized assignment was conducted at the project level, stratified by gender and by the subject students were studying for (divided into fourteen groups of licences). 757 projects were assigned to the treatment group (658 individual projects, and 99 projects in pair), 742 projects were assigned to the comparison group (652 individual projects; 97 projects in pair). Baseline data was obtained through the application form and a phone survey in February 2010. Students participated in the entrepreneurship track between February 2010 and June 2010, when they graduated. Follow-up data was collected through face-to-face interviews between April and June 2011, approximately nine to twelve months after the end of the academic year. The instrument included questions related to socio-economic characteristics and a detailed labor module. The survey also collected a range of other indicators including information on aspirations for the future, personality traits, and behavioral skills related to entrepreneurship.

Findings

The impacts on labor market outcomes:

- **Self-Employment:** Estimates show that the intervention increased self-employment among program participants approximately one year after graduation. While increases in self-employment are robust across specifications and indicators, the estimated effects are small in absolute terms, ranging for 1 to 4 percentage points for Intention to Treat (ITT) estimates. Since the rate of self-employment is low in the control group to start with, even these small absolute impacts lead to relatively large effect sizes.

- **Employment:** There was no evidence to indicate that the program significantly affected overall employment of the students. The results can be suggesting that the program changed the composition of employment by inducing a substitution from wage employment to self-employment for participants in the entrepreneurship track.
- **Quality of employment:** The results show that the entrepreneurship track did not promote higher quality jobs among participants. In particular, there were no significant program impacts on employment in the formal sector, firm size, hours of work, or earnings. These results are consistent with the findings that overall employment remained unchanged. However, there was weak but consistent evidence that the program increased students' reservation wage for private sector jobs (i.e. the minimum wage at which an individuals would accept a job offer), but did not affect their reservation wage for public sector jobs. This finding is also consistent with the program leading to greater valuation of self-employment or entrepreneurial activities in general. It also suggests that self-employment is a substitute for private sector jobs but not with public sector jobs.
- **Business skills and networks:** The intervention improved the participants' knowledge of business skills and expanded networks, and affected a range of behavioral skills. Participation in this new track also influenced the beneficiaries to have higher optimism and more positive attitudes towards the future. The treatment group was also more confident to be able to obtain credit and more likely to have actually applied for credit (conditional on business idea). However, not more likely to report knowing how to apply for credit.

Conclusions

- Although only the short term effects are observed (less than one year after the intervention), the program is associated with higher self-employment activity among selected program beneficiaries. There is no evidence of the program influencing the salaried employment status of the students. The results may potentially indicate important policy trade-offs between programs that aim to increase wage employment and programs that aim to foster entry into self-employment.
- The design of the impact evaluation did not allow disentangling of the effects of the entrepreneurship track (business training and personalized coaching) from the start-up capital offered to winners of the business plan competition. However, fewer than fifteen winners actually cashed their prize and evidence that the intervention alleviated the credit constraint for participants is very limited. Findings also remain robust when restricting the sample to students who did not win a prize. In fact, participants report lack of access to credit as the largest constraint to entry into self-employment.
- The follow-up survey was conducted shortly after the Tunisian revolution. The revolution does not affect the internal validity of the findings, but the post-revolution political and economic context may have implications for the external validity.

Discussion

Discussions highlighted access to capital as the major challenge faced by youth start-ups, which is in line with the viewpoint of the program participants. According to the discussants, the banks are not the only provider of seed funding and training alone does not help the young people to access credit. Training on financial skills is required to enable young entrepreneurs to manage loans. In addition, it was pointed out that the 21 days of entrepreneurship training may not be enough for this particular age cohort to become entrepreneurs

It was also suggested that entrepreneurship education may need to start earlier, particularly to influence the behavioral skills. Discussants agreed that capacity building, entrepreneurial behavior and attitudes are important for young entrepreneurs, but highlighted the need to look carefully at the methodology used to measure behavioral tests. Discussants also mentioned the importance of teachers'/trainers' attitude towards entrepreneurship.

Study 2: Entrepreneurship Programs in Developing Countries: A Meta Regression Analysis

Presenter: Dr. David Robalino, World Bank

Authors: Dr. Yoonyoung Cho and Dr. Maddalena Honorati, World Bank

Country of Focus: Global

Background

This study synthesizes the impacts of different entrepreneurship programs to draw lessons on the effectiveness of different design and implementation features. The interventions analyzed in the sample of the studies can be broadly classified into the following types: training, financing, counseling, and combined approaches. Training is disaggregated into subcategories of vocational, business, financial training, and life skills training; financing support is also disaggregated into micro-credit, cash and in-kind grants, and access to financial products such as saving accounts and micro-insurance.

Research methodology

The analysis is based on a meta-regression using 37 impact evaluation studies that were in public domain by March 2012. Variation in program effectiveness across different types of interventions is found depending on outcomes, type of beneficiaries, and country context. The final data set included 1,116 estimates for six different types of outcomes. The studies are from 25 countries across all regions (East Asia and the Pacific, Europe and Central Asia, Latin America and the Caribbean, Middle East and North Africa, South Asia, Sub-Saharan Africa). Out of 37 studies, 16 are published in peer-reviewed journals while the remaining 21 studies are working papers. About three quarters of the studies and 80 percent of estimates are from experimental interventions.

Findings

Overall, entrepreneurship programs have a positive and large impact for youth and on business knowledge and practice, but no immediate translation into business set-up and expansion or increased income. At a disaggregate level by outcome groups, providing a package of training and financing is more effective for labor activities. Additionally, financing support appears more effective for women and business training for existing entrepreneurs than other interventions to improve business performance.

Recommendations

- Providing relevant combinations of skills, capital, and counseling support based on target group's main constraints is important to achieve better results.
- Impacts on both labor market and business outcomes are significantly higher for youth and more educated beneficiaries.
- Programs promoting self-employment opportunities and small scale entrepreneurship can lead to increases in labor market outcomes with important welfare gains.
- Need to better understand the constraints of different types of entrepreneurs (gazelles versus subsistence entrepreneurs).
- It is important to target integrated services, to pilot and evaluate.

Discussion

Discussions focused on youth entrepreneurship interventions from the viewpoint of practitioners. The importance of entrepreneurship interventions to combine different elements like training with finance as well as to include counseling and mentoring were recurring. While discussants found the meta-analysis to be instructive, limitations of the meta-analysis such as little information about design and implementation issues of the interventions were highlighted. Discussants emphasized the importance of the duration of an intervention to balance effectiveness and costs. In this context, the duration of the intervention was considered a critical factor of the intervention's design to deliver services effectively and to measure the intervention's impact. Discussants highlighted the need to know more about the design and impact of counseling, coaching and mentoring services. The distinction between gazelles and subsistence entrepreneurs was found to be an interesting approach to classify entrepreneurs and design interventions.

Study 3: Be the Change Academy—Kenya Impact Evaluation

Presenter: Ann-Katrina Bregovic, Peace Child International

Authors: Ann-Katrina Bregovic and David Woolcombe, Peace Child International

Country of Focus: Kenya

The intervention

This study investigates the impact of the approach of the “Be the Change Academy” (BTCA) on youth in the areas of business skills, business mechanisms, income, youth unemployment, youth poverty, gender equality and sustainable business practices. Furthermore, the evaluation tried to determine a correlation between youth who had business training and success rate in small scale businesses and loan repayments, in comparison to youth who received a loan without any prior training.

The approach of the BTCA is based on three major parts: training youth in entrepreneurial skills including creating their own business plans, giving youth access to non-collateralized loans, and creating a support network for young entrepreneurs through mentorship. The main objective for the Academy is training young people in entrepreneurial skills and environmental sustainability. Over 10 weeks they get trained twice a week for 1.5 hours. In those 20 training lessons, topics such as market research, entrepreneurial skills, financial literacy, environmental sustainability, and social sustainability are covered. The training groups have between 15–30 youth and are conducted in the areas they are living/working in. After finishing the training, those who attended at least 17 of the 20 training lessons receive a certificate and get into the next activity phase of business plan development.

Research methodology

The impact evaluation uses difference-in-difference methodology, as the first group of participants for this project was already selected from the beginning. The total sample of 48 participants was equally assigned to four groups: group A for participants who receive a loan but no training, group B for participants who receive training but no loans, group C for participants who receive both loans and training, and group D as the control group.

All four groups answered a Poverty Study, based on David Gordon’s paper on Indicators of Poverty & Hunger. Each group completed the survey in August 2011, November 2011, February 2011, and May 2012. Furthermore, each individual answered questions on their business and personal background. For the two groups which received loans from the project, financial data, such as loan size, and repayment rate was considered.

Findings

Notwithstanding the limitations of the study in terms of comparability of youth across groups and limited application due to sample sizes, the study provides a number of interesting findings:

- **Business Skills:** participants of the training component showed improved business skills. The trained groups were more confident, believed that they could overcome challenges, and kept financial records.
- **Business Mechanisms:** similar to business skills, the participants who received training were able to improve their understanding of business mechanisms.
- **Income:** participants with business training were more effective making the loan repayments than the participants who received only the loans. The loans plus training group paid back 28% in 7 months compared to 2% repayment from the loans only group. The first month’s repayment, after the grace period ended for each group shows it even more distinctly: the untrained group had a repayment rate of 6.5%, and the trained group of 92.6%.

Recommendations

- BTCA highlights that this type of approach can be an example in implementing green business development and tackling youth unemployment and recommends replication.
- A longitudinal study can be useful to see the long-term effect of the intervention, especially for Group B.

Discussion

Discussant representing Child and Youth Finance International raised concerns about the sustainability of the project. The program might have benefited from greater link with formal financial institutions and training providers. The presenter explained that the attempt to link beneficiaries with other financial institutions turned out to be a challenge in the implementation of the project. The comprehensive approach of the intervention was considered appropriate for BTCA's target group.

The discussant pointed to the high delinquency rates in the loans only component and the absence of a stringent system of following up with loan recipients. The study used participants' confidence in business as an indicator to measure increased business skills. Yet the discussants felt that there was a lack of measurable indicators for this outcome.

Study 4: Youth Enterprise Inhibiting Factors and Opportunities

Presenter: Paul Omondi, Africa Data Information Network

Authors: Paul Omondi and Peter Mwangi, Africa Data and Information Network

Country of Focus: Kenya

Background

This study offers a synthesis of the results from the “Sub-Sectoral Study on Market Access Inhibiting Factors and Opportunities” — a study commissioned by the Youth Enterprise Development Fund in Kenya. The primary aim of this research was to establish the challenges faced by young entrepreneurs in accessing markets for their products and services in different sectors of the economy and to identify opportunities for the development of strategic marketing and market linkage arrangements for young entrepreneurs in Kenya. The analysis uses the CARE Livelihoods Framework as the conceptual tool in order to investigate the effect of a range of explanatory variables on self-employment and formalization.

Research methodology

The broad objective of this research is to investigate the factors that affect youth enterprise in Kenya. In investigating the experiences of youth entrepreneurs, this study examines aspects that influence enterprise creation and development in terms of formalization. This study employed a quantitative methodology approach, which covered a nationally representative sample of the youth population in Kenya (18 to 34 years) derived from the latest National Population and Housing Census. The survey sample constituted 5000 respondents, distributed using “disproportionate stratified sampling” to ensure that the sample is representative.

In drawing the sample, the target population was stratified into geographical sub-groups, using the counties as the stratification variable. Accordingly, the sample design was intended to enable a minimum sample of 80 for each of the 47 counties in order to minimize the variability within, and at the same time maximize the diversities between the geographical strata. A four-cluster distribution scheme was employed as follows:

- Cluster 1 county (only Nairobi — population above 1 million) — sample of 400
- Cluster 2 counties (population of 0.5 to 1 million) — sample of 120
- Cluster 3 counties (population of 0.25 to 0.5 million) — sample of 100
- Cluster 4 counties (population below 0.25 million) — sample of 80

Findings

Education and Self-employment: Overall results indicated a significant inverse relationship between education and self-employment. Thus, lower education positively influences interest in self-employment among youth. The results for the age group 18–24 highlight that predisposition for self-employment among the youth in this age group is relatively higher among those with tertiary level education and below. The predisposition for self-employment among the 25–29 years old youth is relatively higher among those with secondary level education and below. For older youth, predisposition for self-employment is relatively higher

among those with secondary level education and below. Drastic reduction in percentage of youth predisposed to self-employment is observed among those with undergraduate and postgraduate level education.

Vocational Training and Self-employment: Overall results indicate that a lack of vocational training increases the desirability for self-employment. This is particularly the case for youth aged 25 years and above. Results suggested that “technical” vocational training is more likely to improve the desire for self-employment than “non-technical” courses.

Formalization: Business skills positively influence the desirability for formalization, but only among older youth (age 25+). On the other hand, presence of infrastructure does not influence the desirability for formalization for any of the age sub-groups. The results also confirm that there is no association between socio-cultural dynamics and formalization for any of the age sub-groups.

Recommendations

- Policy and programmatic interventions in respect to vocational training should consider including more “technical courses” such as crafts and trade.
- Inclusion of entrepreneurship education as part of vocational training can promote desirability for self-employment.
- Education and training of small and medium business operators is useful to make them better qualified in terms of general handling of business operations and increase their ability to comply with expectations of the formal sector.
- Funding and loan processing should pay attention to the characteristics of the borrowers, specifically focusing on their livelihood capabilities.

Discussion

Discussions focused on the formalization of businesses by youth. It was suggested to look at relationship between education and formalization. The general predominance of individuals with limited human capital in self-employment may limit decisions to pursue formalization. While young people may lack training and education to manage a formalized business, formalization was considered a critical factor to take advantage of opportunities such as access to finance. Discussants felt that there are many barriers to formalize and can be overwhelming for young entrepreneurs. In replying, it was pointed out that registering a business in Kenya is easy. Moreover, there is a policy in Kenya that grants access to public procurement to youth enterprises. Often, youth enterprises cannot take advantage of this as they are not formalized.

One of discussants representing the Kenya Private Sector Alliance observed that findings of the paper relate to the results of the first Tracer Survey of the *Kenya Youth Empowerment Project (KYEP)* where among the participants with professional training, wage employment is higher than self-employment. Conversely, among participants who stopped at the secondary education (or primary education (KCPE) level, self-employment is higher than wage employment. Further, looking at the research finding that business skills have a positive effect on business formalization, the discussant pointed that the KYEP business skills training is expected to engender entrepreneurs that will operate both in the formal and informal enterprises. According to their experience with micro and small enterprises the levels of formalizations are low and efforts to move towards formalization vary by region. Nevertheless, these enterprises will continue to dominate in creating new jobs and therefore attention should be given to the fact that the “informal sector is now normal in Africa”.

CONCLUSIONS AND AREAS FOR FUTURE RESEARCH

Globally, large numbers of youth are at risk of being socially excluded by systematic lack of opportunities, resources, and rights relating to the labor market. In 2012, 74 out of the 200 million unemployed people in the world were youth, who are quite likely to

be trapped in circumstances of working poverty. Such figures stress the risk of a “lost generation”, prompted by joblessness, social deprivation, and lack of voice and power in society. Though socially excluded youth are more likely to engage in crime and violent acts, events like the Arab Spring show that excluded youth can channel their frustration to bring about positive social change.

Sub-Saharan Africa in particular struggles with an unemployment rate for youth of nearly 12 percent and faces the challenge of transitioning these youth into the labor market.

By focusing on key thematic areas of policy, program and research interest, the *Ideas4Work* Learning Symposium prompted discussions on tested and promising approaches to improving labor market outcomes for African youth. Participants agreed on the importance of providing multi-pronged interventions which combine cognitive and non-cognitive skills training; mixing in-classroom and hands-on training modes; ensuring comprehensive services for young entrepreneurs; and stressing further investment in youth participation and empowerment.

Participants identified priorities at both the policy/program and research level. For example, interventions in employability should focus on helping youth gain information about labor market demands through skills development and job placement programs. These programs should address varying educational and skill levels of students in order to ensure they have attained the minimum levels of literacy, numeracy and life skills required by the job market.

Outreach to the private sector is critical, not only for assessing labor markets but for creating buy-in to help overcome negative attitudes about internship programs or youth in the workforce more broadly. Young peoples’ need for entrepreneurship financing could be improved through use of ICT to disseminate information about opportunities in both the informal and formal sectors.

Several ideas were also suggested on ways to improve policy and program design across the region, such as creating an institutional framework for compiling existing research results and disseminating them to inform and improve policies and programs; and developing a more unified approach for sharing best practices, resources, and tools in order to help ensure increased quality of jobs skills and placement programs.

The research presented in the conference on the topic of effective support to vulnerable and disadvantaged youth, focused on youth affected by HIV/AIDS, young women and youth in situations of conflict. There was broad consensus around a number of policy recommendations including that apprenticeship schemes are a powerful mechanism to increase knowledge on HIV/AIDS and safe sex but that these schemes can be improved through enhanced targeting of young woman and increased input of Master craftspeople. In conflict situations, improving employment opportunities does not necessarily cause youth to engage in less violence. It is important to first understand the effects of the violence and to provide youth with decision-making and conflict management skills in order to help them cope and live with the difficult situation surrounding them. Further research is needed to understand how to reduce drop-out rates in apprenticeship schemes and how to provide certification to informal apprenticeships.

To promote youth participation in development, decision-making, and policy dialogue participants prioritized three areas for further investment, namely: (i) Education, and particularly the role of formal and non-formal education and training as well as entrepreneurship education to empower young people and improve their success in the labor market. (ii) Information, in order to close the gap on vacancies and skills. (iii) Collaboration across public and private stakeholders for coordinated, consistent solutions. At the same time, more research is needed to understand a) motivations of youth, b) proven approaches to increase participation and empowerment, particularly among young women and c) way to spur youth-led innovation.

Participants provided the following recommendations for youth entrepreneurship programs and policies: i) Provide long term, high quality support services to MSEs as a means to create and keep jobs as most of the youth self-employment as well as wage employment is in this sector, ii) Sensitize and inform children and youth about entrepreneurship starting in primary school to strengthen

entrepreneurial mind sets and behavior, iii) Develop new financial products for youth and inform and train youth on finance options beyond commercial banking; iv) Increase key stakeholders' (donors, public authorities, private sector, etc.) awareness of successful project design. Priority research areas in youth entrepreneurship include: i) the constraints of different types of entrepreneurs ("gazelles" vs. subsistence entrepreneurs), ii) ways to measure soft skills and their impact on business success, iii) the impact of counseling, (peer) mentoring, and coaching, and iv) the relationship between vocational training and self-employment.

THE WAY FORWARD

The *Ideas4Work* conference brought together more than 200 people representing private sector, government, civil society, donors, and youth-led enterprises to explore some of the existing research and programming addressing youth employability and entrepreneurship in Sub-Saharan Africa. Conference sessions addressed challenges and trends facing youth in the region and investigated the themes of skills training and job placement, vulnerable youth, youth participation and empowerment, and entrepreneurship.

Three days of dialogue produced a number of key areas requiring further action and research. Overall, participants agreed that comprehensive approaches to policy and program design — not only in terms of broader stakeholder involvement in the process but also a more holistic view of the issues at hand — are critical to successful interventions. In particular, a better understanding of labor markets is needed, along with increased participation in program design and implementation from the private sector. Considering the context of Sub-Saharan Africa more specifically, further dialogue and research is needed to determine how to support the informal sector, as well as gain a deeper understanding of the relationship between employment and violence in areas affected by conflict.

Existing research indicates that both training and financing opportunities are critical to successful entrepreneurship; however, more information is needed to identify what elements of training and support contribute most to entrepreneurs achieving their goals, and how to help youth move away from subsistence entrepreneurship and up the value chain into more profitable and broader employment-generating enterprises.

Furthermore, effective youth-focused programming and policy require stronger participation of youth in identifying their needs and priorities throughout the design and implementation process. In addition, strategies for providing information, sensitizing, and better managing expectations of young people and families about jobs available to youth and the most relevant and effective skills training programs is necessary; greater use of communications technology for the dissemination of this information should also be promoted.

Several initiatives that demonstrate the commitment of donors and GPYE partners toward youth were discussed during the conference, including the YouthMap Innovation Fund program supporting young entrepreneurs' entry into agriculture value chains in Senegal, the YouthActionNet® regional social entrepreneurship institutes to be launched in two countries in Sub-Saharan Africa (Senegal and a second country to be confirmed), and the new Build Your Business blended learning curriculum for entrepreneurship training

Moving forward, the GPYE partners will use the lessons learned and recommendations generated by this conference to help shape the GPYE agenda, including future research, development of tools, and conferences and workshops that will continue the exchange of learning among policy makers, researchers, practitioners, and youth. The GPYE partners are committed to a bottom-up approach that will support an increased understanding of the many innovative approaches being used for youth employability and entrepreneurship throughout Sub-Saharan Africa, and hope that regional stakeholders will join them in leveraging those approaches to address the challenges of youth unemployment and underemployment on the continent.

ANNEXES

A. Conference Agenda Overview

(For full conference agenda please go to IYF Live here: <http://www.iyflive.net/events/59/agenda>)

Day 1

The conference opened with a World Café, giving participants the opportunity to discuss the conference themes and to get to know each other. The first plenary session of the day was Setting the Scene: Trends and Challenges with Youth Employment in Sub-Saharan Africa, which featured a presentation from Understanding Children's Work (UCW) and responses by representatives from the ILO, the Ministry of Youth and Employment in Senegal, and UNESCO. This discussion revealed that there needs to be a differentiation of analysis and approaches between rural and urban labor markets because unemployment is a largely urban phenomenon, whereas rural area sectors are under-supplied in labor. A breakdown of sectors where African youth are employed indicates that in the urban labor market, they work in the traditional sectors of hostelry, trade, and transportation, while in the rural labor market they are employed in agriculture. A third and large source of employment was the informal sector.

In the afternoon, participants heard from representatives of the West African Research Center, UNIDO, the Kenya Private Sector Alliance, and the African Development Bank on Investing in Youth Employment in Africa. Later in the day, a panel of young people from across Sub-Saharan Africa engaged the audience during the Youth Voices: Young Entrepreneurs' Perspectives and Experience session, discussing the role entrepreneurs can play in solving social problems and the need for more investment and private sector involvement in entrepreneurship across the region. The day concluded with an official welcome reception, hosted by US Ambassador to Senegal Lewis Lukens and Mayor of Dakar Khalifa Ababacar Sall.

Day 2

The second day was comprised of breakout discussion sessions that featured presentations of recent findings from research on youth employment and entrepreneurship, as well as responses regarding their applicability and relevance in the African context from practitioner, donor, or policy maker perspectives. Each breakout session focused on one of the four central themes of the conference: effective employability skills development and job placement interventions for youth; proven strategies for meeting the needs of vulnerable and disadvantaged youth; new models for promoting positive youth participation in development, decision-making, and policy dialogue; and what works in supporting sustainable youth entrepreneurship. Day 2 also included a Marketplace where participants could lead each other in brief informal discussions about their programs, organizations, or research related to youth employability and entrepreneurship in Africa.

For more information on the breakout sessions, including the complete list of session titles, summaries of the research, PowerPoint presentations, and available research papers, please visit <http://iyflive.net/events/59/meeting-resources>.

Day 3

On the final day of the conference, participants joined one of four brainstorming sessions dedicated to identifying priorities for concerted action to address youth employability and entrepreneurship in Africa; each group focused on one of the four central themes listed above. Participants also had the opportunity to attend applied workshops covering the topics of the Youth Employment Network (YEN) Marketplace, Youth to Youth Fund, Lead Country Network, and the Build Your Business entrepreneurship training program. In the afternoon, partners of the GPYE, along with representatives of the World Bank and the African Development Bank, responded to the ideas generated during the morning's brainstorming discussions during the session on Agenda Points: An Action Agenda for Youth Employment in Sub-Saharan Africa. The conference then came to a close with remarks from Deputy Mission Director of USAID/Senegal Alfreda Brewer and the Minister of Youth, Employment, and the Promotion of Civic Values of Senegal, Benoît Sambou.

B. Speaker Biographies

Thomaz Alvares de Azevedo serves as evaluation specialist and technical manager at School-to-School International (STS) on an array of education projects. These projects currently include work in Djibouti, Guinea, Kenya, Nigeria, Tanzania, and Zambia. His responsibilities are in the areas of sampling and research design, statistical analysis and quantitative program evaluation, field research, capacity building, and project management. He joined STS after a one-year stint in rural India where he managed a field office in charge of a randomized controlled trial evaluation of a micro-finance program. He has worked for NGOs, think tanks, microfinance institutions, university research centers, and government contractors in Brazil, Guatemala, India, Mozambique and the U.S. He is a native speaker of Portuguese and he also speaks English, French and Spanish.

Iliyasu Kindi Bah is the founding President of the Messeh Partnership Trust, a youth-led social enterprise. As a grantee of the YEN/UNIDO Youth to Youth Fund, Kindi designed and managed a project that set up Sierra Leone's first ink refilling company, called Made in Salone, having trained 25 youth and equipped them with the skills to manage the program. The project is environmentally friendly and feedback from consumers is positive as they now save over 50 percent on the cost of ink cartridges. While she continues to advise and mentor the Made in Salone Cooperative, Kindi is now coordinating a project called 1000 Women, funded by UN-HABITAT. Kindi is also a Certified Accounting Technician and has completed a number of courses on youth work, children and gender rights, and disability.

Mahdi Barouni is a statistician and economist in charge of the information system and Research Center for Social Studies (CRES). He is also Head of the project set up a database to support decision-making in social field in Tunisia. At the Ministry of Employment, he was a member of the Management Committee of the AMAL program for boosting employment. He participated in the establishment of a management and monitoring system to recruit in the public service. He has also participated in several statistical studies on the integration and employability of graduates of higher education in Tunisia. He also works on the performance of higher education in Africa and particularly in Tunisia as part of his doctoral thesis in economics education IREDU (University of Burgundy).

Chérif Basse is a young Senegalese who has not given up despite the hard times that have led many young people to emigrate. As manager in a Canadian distribution company, Chérif decided to stand on his own and managed to win five of his friends to his vision. Beginning from their own world experience and a capital of 14,000 CFAF, Chérif managed to establish their first marketing and distribution agency in 2003: NDAAM Distribution. In 2006, Chérif Basse participated in Entrepreneur Sans Frontière, a program by Synapse Center that has had a significant impact on his current venture: "The experience I gained in the ESF program has served and still serves me. During the months that followed my participation in the program, my turnover increased from 7 million to 20 million CFAF". Today, Chérif is the head of NDAAM Distribution Sarl with several agencies and 75 sales representatives per trading agency, with an annual turnover of 600 million CFAF. Despite their entrepreneurial side, NDAAM is comparable to an NGO for youth, with a social spirit and solidarity. Chérif and his colleagues purposely hire mainly young people without training, who could not find work in a conventional business.

Patrice Bogna has been working as an International Consultant since March 2007 in the fields of Community Development, with emphasis on Youth Employment and Vocational Training, as well as Communications and Marketing Strategies. Mr. Bogna started his professional career at the United Nations Headquarters in New York in the Department of Public Information. He has held several international positions within the United Nations System in Angola, the Central African Republic, and the Democratic Republic of Congo, contributing to United Nations sustainable peace and community development efforts in those countries, including humanitarian assistance to vulnerable groups as well as the return and the subsequent social reintegration of internal displaced people and refugees. From 2008 to 2010, Mr. Bogna was appointed National Technical and Administrative Coordinator of a Multi-stakeholder Programme on Productive and Decent Work for Youth in Cote d'Ivoire. A national of Cote d'Ivoire, Mr. Bogna holds a Masters Degree in Communications/Marketing with extensive training and experience in Youth Employment and Social Insertion as well as humanitarian assistance and advocacy.

Amand Jean Louis Boua is a young entrepreneur from Côte d'Ivoire, where he is the Vice president of the Union des Jeunes de l'Ilot Vanou Port-Bouet, in charge of projects and resource mobilization. As a Youth2Youth Fund grantee, he used support from YEN and UNIDO to coordinate this project, which helped create jobs, protect the environment, and promote sustainable development. Amand earned an A level diploma in science and graduated from the University of Cocody in economics and management.

Ann-Katrina Bregovic, after finishing law school in Germany, Ms. Bregovic came to Kenya the first time in September 2010. She volunteered with an organisation near Nairobi, providing free legal aid services. She fell in love with Kenya and came back, after finishing her first 6 months as a volunteer. For 18 months she managed the pilot project of Peace Child International's (PCI) "Be the Change Academy" project. In this role she tried to help her staff and the organisation to grow and train young Kenyans to become green entrepreneurs, to save their own future and the environment at the same time. At the end of 2012 Ms. Bregovic moved on to become the BTCA-Network Manager, to help set up the same projects in other countries, as a strategy to tackle youth unemployment as well as, poverty, gender inequality and environmental unsustainability.

Niklas Buehren coordinates and participates in a portfolio of impact evaluations within the Africa Region Gender Practice of the World Bank. His work and research interest primarily focuses on technology adoption and access to extension services in agriculture, land tenure, entrepreneurship, microfinance, adolescent development, and intra-household bargaining. Before joining the World Bank, Niklas worked in the research unit of an NGO in Uganda, Tanzania, and Southern Sudan.

Hannah Corey joined the International Youth Foundation in 2011 after years of experience providing direct youth development services both domestically and internationally. As a Peace Corps volunteer, she taught English and employability skills to unemployed youth in Bangladesh. In 2009, Hannah completed additional volunteer service with the Peace Corps where she strengthened program capacity at a youth center in the post-conflict northern region of Uganda. Hannah received an M.A. in International & Intercultural Communication from the University of Denver in 2010 and holds a B.A. in Psychology from the University of Maine at Farmington. She has a continuous passion for cross-cultural exchange and has traveled extensively in Latin America, S.E. Asia, and Africa.

Dianne Cornes is Director for Network Expansion at Youth Business International. Dianne works at YBI to expand and enhance support for under-served young people (18–35 years) around the world seeking to start up in business and escape unemployment. YBI is a network of independent non-profits supporting young entrepreneurs across 36 countries. In 2012, YBI supported over 8,000 young people and the network is focused on maximising impact and scale, increasing the global leverage and impact of YBI's proven approach. Within YBI, Dianne is responsible for the expansion of the YBI network across Africa, MENA and Western Europe. Dianne joined YBI in 2011, after two years at two UK international development NGOs. Prior to this, she worked for 20 years in global investment banking, in senior corporate relationship and management roles.

Djibril Coulibaly is a rural economist specialized in Production Systems Development and transfer of technologies, and a Senior Research Fellow at the Senegalese Institute of Agricultural Research. For 10 years, Mr. Coulibaly worked on the management of community/ private organizations and the analysis of transfer networks and communication technology innovations (process for production, training and performance evaluation) for the development of rural areas. Currently, Mr. Coulibaly coordinates a UNIDO project on the development of enterprises in agro industrial value chains and the creation of jobs for young people with vocational training.

Damien Échevin, economist, adjunct professor at the Sherbrooke University, CRCELB and CIRPÉE member. Dr. Échevin's fields of expertise encompass development economics, health economics and applied econometrics. Before joining the University of Sherbrooke, he worked for several years with the French Ministry of Finance as a tax policy expert and then with the World Bank as a poverty economist in charge of the economic evaluation of public policy projects and of poverty analysis in several

countries in Western Africa. As a consultant, he has been collaborating with institutions such as the World Bank, the African Development Bank and the Inter-American Development Bank, providing economic expertise and training to governments in developing countries. He also collaborates with academic researchers and physicians on various health topics. His work is mainly empirical and public policy-oriented and his publications include a variety of reports and articles in scientific reviews.

Sara Elder is a labour economist, working at the ILO since 1999. Focusing on areas of labour market information and youth employment, Ms. Elder has written numerous editions of the ILO Global Employment Trends for Youth and Global Employment Trends for Women, the ILO School-to-work Transition Survey: A Methodological Guide, and has produced six editions of the Key Indicators of the Labour Market. Recently, Ms. Elder joined the Work4Youth Project, a partnership between the ILO and The MasterCard Foundation, as survey coordinator and senior research specialist. Ms. Elder holds a MSc in Economic History from the London School of Economics.

Biram Faye is the Director General of the National Agency for Youth Employment. M. Faye is a management expert, and graduated from the prestigious International Institute of Management. A close associate of President Macky Sall, he plays a leading role in the organization and implementation of youth initiatives within the Alliance Pour la République (APR) party of President Sall. In 2012, he was appointed by presidential decree to lead the National Agency for Youth Employment ANEJ. As such, he is responsible for carrying out President Sall's vision and policies concerning the employment and social development of youth.

Ehud Gachugu holds a Bachelor of Commerce degree and an MBA the University of Nairobi. He is a PhD finalist in Strategic Management from the same University. Currently he heads the Kenya Private Sector Alliance — Kenya Youth Empowerment Project (KEPSA-KYEP) as Project Director. KEPSA-KYEP is a Government of Kenya initiative funded by the World Bank to provide training and internship opportunities to the youth through the private sector, with an overall development objective of improving employment among the youth in Kenya. Prior to this appointment, he was the Director of Eastleigh Community Centre, a Youth Development Organization which focuses on integrated youth empowerment. He has also worked with Platinum Management and Development Consultant and COBTRAD Consultants as a consultant on Youth Development issues. Ehud is also the Chairman of Foundation Move-Up which focuses on improving employment for youth in Kenya. He is also a Member of the Kenya Institute of Management, Be The Change Kenya Local Advisory Network among other professional networks. His dream is to see empowered youth in Africa and beyond.

Drew Gardiner joined the Youth Employment Network (YEN) in Geneva in August 2008 as a Technical Officer. He is responsible for YEN's Fund for Evaluation in Youth Employment as well as communication and knowledge sharing activities. Before joining YEN, he led youth and child development projects in Zambia and Senegal. Drew is a graduate of Ecole des Hautes Etudes Commercial at the University of Geneva.

Nuru Hamidan is the Deputy Coordinator of the National Youth Employment Programme of Ghana.

Bai Kamara is a Program Manager at the International Youth Foundation (IYF). Ms. Kamara's work focuses on positive youth development, employability, entrepreneurship, and capacity building in the Africa region. Previous work experience has centered on community mobilization, education, HIV/AIDS awareness and positive youth development. She has had a passion for Africa and the diaspora since birth as she was born in Cotonou, Benin and has traveled and worked in Morocco, Ethiopia, Zambia, Senegal, Jamaica, Nigeria, Democratic Republic of the Congo, Uganda, and Benin. Ms. Kamara holds a Master of Arts degree in Sustainable International Development from The Heller School for Social Policy and Management at Brandeis University and a Bachelor of Arts in International Relations with a minor in Africana Studies from Wellesley College.

Dr. Abou Kane, is an economist and lecturer at the Faculté des Sciences Economiques et de Gestion (FASEG). Mr. Kane is also a researcher at Centre de Recherches Economiques Appliquées (CREA) of the University Cheikh Anta Diop in Dakar, Senegal.

Ciré Kane is the founder and executive director of Synapse Center (www.synapsecenter.org). Synapse Center's mission is to strengthen the capacity of promising entrepreneurs to develop innovative solutions to social and environmental problems and to unleash the untapped potential of creativity, expertise, and resources of youth in Senegal and West Africa. Ciré has ten years of grassroots youth development experience in West Africa and has worked extensively with youth organizations to advance the understanding, practice, and development of creative and entrepreneurial leadership. In the past, Ciré was a Cultivation Unit member of Pioneers of Change (www.pioneersofchange.net), a global learning community of committed young change agents who come together to connect with their deeper values and ideals and to generate innovative solutions to challenges in their communities. Ciré graduated in Psychology of Education and Vocational Counseling from the Polytechnic School of the Cheikh Anta Diop University of Dakar and in Sociology from the Gaston Berger University of Saint Louis.

Karine Marazyan holds a PhD in Economics from the Paris School of Economics. She is particularly interested in the interactions between household dynamics and the decisions of individuals in a broad range of areas including investment in education, labor supply, marriage, and fertility in developing countries. The research she presents at *Ideas4Work* is based on original data she collected in Senegal between 2011 and 2012. Karine has consulted on a variety of projects for the World Bank on issues dealing with labor economics in the contexts of Senegal and Malaysia.

Benson Masero is a Program Manager at The African Center for Women, Information and Communications Technology (ACWICT) in Nairobi, Kenya. He has also been involved in several community development initiatives, including working as a Program Officer at The Prehistory Club of Kenya-NMK and as a high school teacher in various schools before joining ACWICT. He has a passion for working with youth to positively change their community's socio-economic status, by empowering others to translate vision into results and be proactive in developing strategies to accomplish objectives, as well as showing them how to establish and maintain relationships with a broad range of people to understand needs and gain support. Mr. Masero holds a Bachelors degree in Education from Kenyatta University and an MBA from The University of Nairobi, Kenya.

Minna Mattero is the Program Officer in charge of the Youth-to-Youth Fund, one of the key components of the Youth Entrepreneurship Facility for East Africa — a joint program of YEN and ILO supported by the Danish led Africa Commission. Minna is based in Dar es Salaam where the Facility has its regional hub. She has experience working with youth and youth-serving organizations and has participated extensively in the design and implementation of youth grant programs at the Youth Employment Network and the World Bank. She worked for the World Bank for eight years in the area of Human Development and in particular on children and youth development issues.

Dr. Latif Mbengue is the Country Director for Enactus Senegal. He is in the process of completing a Master of Science in Education. Before joining Enactus (previously SIFE) as the National Director, he held the position of "Millennium Youth Coordinator" for the United Nations Millennium campaign. He was also the Program Coordinator at Synapse Center, the Deputy Director of Youth Employment and Sustainability (YES) Senegal, and the Country Director for the West African Youth Network (WAYN). In 2006 he was selected as a laureate of the "Inter-Action Leadership" program, an initiative of the Tony Blair government, which aimed to support emerging young leaders in 17 African countries. From 2002 to 2008, he was a delegate at several global summits on youth employment and regularly participated in Council of Europe meetings on issues of youth development.

Dr. Matteo Menegatti is an international consultant in investment promotion and vocational training related projects in Sudan. Before joining UNIDO, Dr. Menegatti studied law and international economics in Austria, UK, Argentina and has worked for the Italian Chamber of Commerce in Vienna and social projects in NGOs in Brazil. Recently a visiting scholar at the University of Sydney to conclude with distinction his PhD in input-output analysis, Neo-ricardian and Keynesian economics, currently Dr. Menegatti is the lead consultant on the IDEA Programme and an advocate of demand led-growth in LDCs through MSME formalization, upgrading and cluster creation.

Leila Mokadem, a national of Tunisia, joined the African Development Bank (AfDB) in 2002. In 2011, she was appointed Regional Resident Representative of the AfDB Regional Office based in Dakar, Senegal. Prior to that, she was Head of the Financial Institutions Division at the AfDB's Private Sector Department. Leila Mokadem was in charge of financing and support to African financial institutions, SME banking and Microfinance. In particular, she developed innovative financial inclusion initiatives including the Africa Guarantee Fund, Migration and Development Fund, Initiative for the Financing of Growth Oriented Women Enterprises, and Trade Finance Initiative. She is a member of the Bank's Network of Economists. Prior to AfDB, Ms. Mokadem was long-term fiscal advisor at the IMF and performed several assignments as investment expert at UNCTAD and the World Bank. Ms. Mokadem started her carrier at the Ministry Economy of Tunisia and has an MBA in both International Finance and International Trade.

Naadiya Moosajee is the co-founder of South African Women in Engineering (SAWomEng), an organization that promotes the attraction, development and advancement of women in the field. A Fellow of the African Leadership Network, she is the recipient of numerous awards, including the Top 100 Brightest Young Minds in South Africa, CEO magazine's Most Influential Woman of the Year, and IYF's YouthActionNet Global Leadership Fellowship in 2009. Ms. Moosajee has also been honored with the University of Cape Town's Engineering Faculty Lifetime Achievement Award. She is currently working as a strategy and development consultant focused on public transport, climate change and natural resources while maintaining her role as managing director at SAWomEng. Ms. Moosajee attended the University of Cape Town, where she received her Master's degree in Civil Engineering, and is currently completing her MBA through Edinburg University.

Ousmane M. Ndoye is the Business Development Services (BDS) Senior Technical Adviser for the PACC/PME-PMF, a GIZ program co-financed by the European Union aimed at improving small and medium enterprise and microfinance sector performance in Senegal since 2007. He also coordinates the implementation of the PACC BDS approaches that has benefited 11 business organizations and 1500 small and medium enterprises. He trained and advised a team of 25 business facilitators and coordinators from 11 national business organizations. He counsels business associations on sustainable development of BDS for their members and for their organizational development but also on public-private dialogue processes. Mr. Ndoye created and ran a small business in IT training and construction and also "Entreprendre", a non-profit organization dedicated to youth entrepreneurship development (www.senegal-entreprises.net/entreprendre).

El Hadj Sidy Niang is the director of the office for Youth, Sports and Social Life of the City of Dakar. He is a political expert.

El Hadji Niasse is a member of the Synapse team where he is involved in capacity building programs for young entrepreneurs. With experience of more than ten years in the areas of microfinance and microenterprises, he worked in different countries in Africa. He is also experienced in management and monitoring and evaluation of projects / programs in these areas. He facilitates regular training in entrepreneurship and building personal skills of young people in programs implemented by Synapse Center since 2007. Outside of Synapse, El Hadji Niasse worked for decentralized cooperation in the city of Saint-Louis in Senegal, Microfin Afric, a network of microfinance institutions in Africa, ETIMOS, an Italian Consortium working on ethical financing of the agriculture sector in Africa. As an independent consultant he led and executed several program monitoring and evaluation engagements for International Cooperation institutions (Caritas Dakar-BTC-Luxembourg-UNCDF).

Tara Noronha is the Economic and Market Development Advisor, Youth Employment, for Mercy Corps programs globally and is based in Washington, DC. She provides ongoing technical assistance to country teams focused on employability, employment, and self-employment programming for young people with specific focus on youth-led market research. Ms. Noronha currently supports Mercy Corps youth economic programs in numerous countries including Liberia, Kenya, and Afghanistan. She has a BA from the University of Notre Dame and a Masters in Public Administration, International Development, from New York University. She has worked, lived, and traveled to more than fifty countries.

Paul Omondi has worked for more than eight years in research. He previously worked with the Steadman Group (Now Ipsos-Synovate), where he headed the Socio-Political Research Unit, taking charge of executing governance and socio-political research. More recently, he has been devoted to the Horn of Africa, focusing his research efforts on investigating the linkage between governance failures and insecurity in the region. Accordingly, he has worked closely with Institute for Security Studies, Global Integrity and Minority Rights Group. He has served as Regional Reviewer for Global Integrity Survey since 2009. His research interests include governance, conflict and sustainable development. He is the managing partner of Africa Data and Information network (Now Africa Research Information Network).

Victor Orozco is an economist in the World Bank's Development Impact Evaluation Initiative (DIME), where he coordinates impact evaluations of HIV and Health programs in the Africa region. His recent research has focused on testing the effectiveness of HIV/AIDS behavior change campaigns, financial incentives, MHealth and school-based interventions in Benin, Cote d'Ivoire, Malawi, Kenya and Senegal. Before joining DIME, he worked in the Independent Evaluation Group of the World Bank (IEG), the UN Economic Commission for Latin America and Caribbean (ECLAC) and the Ministry of Economic Development of the state of Jalisco in Mexico. He holds a Masters in Public Policy and Economics from Princeton University.

Kennedy Oulu is the Managing consultant of In-Depth Consulting which specializes on institutional capacity development, research and research communications, strategy development, monitoring and evaluations and program design. He is an agriculturalist, researcher, youth activist, trainer, evaluation and development expert. He specializes on evidence-based integration of youth, women and children issues into the development agenda. He studied Agriculture at Egerton University-Kenya, has a PGD in project management and professional training on evaluations and research communications. Ken has worked in international development in Kenya, Malawi and Tanzania. He is currently pursuing a Masters in Research, education and social research from University of London. Ken is passionate about youth, active in research, monitoring and evaluation, and strategy development across Eastern, Southern and Central Africa region. He is a Kenyan currently living in Tanzania where he influences policy and practice on youth, women and children through research, evaluations, strategy development and capacity development.

Aissatou Padane, U.S. Embassy Youth Council, graduated in 2008 from SupdeCo Dakar with a masters degree in Finance and Audit. She represented Senegal's SupdeCo team during the 2007 SIFE World Cup in New York as a project presenter. In 2010 she was selected to attend President Obama's Young African Leaders Forum in Washington DC dedicated to the celebration of African independence. She also participated in Michelle Obama's Young African Women Leaders Forum in South Africa where she received a grant from the State Department to fund a project with "La Lumiere", an NGO dedicated to reduce poverty in Senegal, Tambacounda. She was nominated as the deputy coordinator or the Youth Advisory Group of The Global Youth Innovation Network (GYIN). She is a member of the DAART (Dakar American Application Research and Training) steering committee. Since 2009 she has worked at Alios Finance as the financial/credit risk analyst for the SME portfolio.

Tendai Pasipanodya joined the Youth Employment Network (YEN) as the Sub Regional Coordinator for YEN's office in West Africa, based in Dakar, Senegal. Originally from Zimbabwe, Tendai holds a Masters Degree in Development Studies from the London School of Economics and later worked as an Economic Development Consultant for the consulting company Shared Intelligence in London.

Jared Penner is the Education Manager at Child and Youth Finance International and has been involved in youth financial services and workforce development for the past 5 years, managing projects in Mozambique, Zambia, Egypt and Afghanistan. He has worked with USAID, CIDA and European Commission projects and has coordinated international working groups on integrated financial and educational services. This has led him to Child and Youth Finance International where he currently heads the Education division, promoting financial, social and livelihoods education throughout the global network of child and youth serving organizations. He holds a BA in Global Political Economy and a MA in Political Science and Development Studies.

Shawn Powers is Policy Manager at the Abdul Latif Jameel Poverty Action Lab (J-PAL). He manages J-PAL's Education and Labor Markets programs, including J-PAL's Post-Primary Education Initiative and Youth Initiative. Shawn also works on policy publications, cost-effectiveness analysis, and outreach to disseminate lessons from J-PAL evaluations to the policy community. He has worked on evaluations of Millennium Challenge Corporation (MCC) electricity projects in Tanzania and of grassroots development projects in the Philippines as a Fulbright Scholar. Shawn also worked for three years as an advocate for low-income people in the U.S. He is a founding board member of Learning InSync, an education startup. Shawn holds a B.A. in Economics from Williams College; an M.Phil in Development Studies from the University of Cambridge, where he was a 2008 Gates Scholar; and an M.P.A. in Economics and Public Policy from the Woodrow Wilson School at Princeton University.

Susana Puerto is the manager of the Youth Employment Network, a partnership uniting the United Nations, the International Labour Organization, and the World Bank in the pursuit of new and durable solutions to the youth employment challenge. The Network is a global platform whose goal is to prioritise youth employment on development agendas and to exchange knowledge on effective policies and programs to improve employment opportunities for youth. Susana joined YEN in 2009 working as technical officer and evaluation specialist. She was appointed as manager in October 2011. Prior to joining YEN, Susana worked for the World Bank and consulted on social protection issues for other organizations such as the Inter-American Development Bank. Her research interests focus on skills development and the design and implementation of active labour market programs for disadvantaged workers, particularly youth. She holds an M.A. in Economics from Georgetown University.

Sharon Reagon is the Job Placement Officer on the Youth Employment Skills Project at the Salesian Institute. The Salesian Institute is an organization focusing on education and skills training to disadvantaged and vulnerable youth in and around Cape Town. She has worked as the Job Placement Officer at the YES Project for the past 6 years. She was a teacher for 19 years, and then after completing an Adult Basic Education Diploma (ABET) worked for an NGO in this field for 6 years as the Provincial Manager in the Western Cape. She is also a qualified and accredited Assessor and Facilitator with the Education, Training and Development Practices of the Sector Education Training Authority.

Diego Rei is the senior technical advisor on youth employment for the ILO Regional Office for Africa. Diego previously held roles as research associate with the International Institute of Labour Studies, the ILO Policy Integration Department and the United Nations Conference on Trade and Development (UNCTAD). His quantitative research interest covered labour market institutions, informal economy and foreign direct investments. He later joined the ILO Youth Employment programme. He also worked as policy advisor and UN-system coordinator on youth employment with the Sierra Leone Integrated Peace Building Mission (UNIPSIL) and the United Nations Development Programme (UNDP).

David Robalino is Lead Economist and Leader of the Labor and Youth Team in the Human Development Anchor of the World Bank. He also serves as Co-Director of the Employment and Development program at IZA — the Institute for the Study of Labor. Since joining the Bank David has been working on issues related to social security, labor markets and fiscal policy. David has published on issues related to macroeconomics and labor markets, social insurance and pensions, health financing, the economics of HIV/AIDS, and the economics of climate change. More recently David has been working on issues related to the design of unemployment benefits systems in middle income countries, the extension of social insurance programs to the informal sector, and the integration of active labor markets and training policies to improve labor market outcomes and productivity growth. Prior to joining the Bank David was a researcher at the RAND Corporation. David also served in the Presidential Committee for Social Security Reform in Ecuador. David did his graduate studies at the Sorbonne University in Paris and the RAND Graduate School in Santa Monica — California.

Furio Camillo Rosati is the Director of the Understanding Children's Work (UCW) Programme, an inter-agency research cooperation initiative by the International Labour Organisation (ILO), UNICEF and the World Bank. He is Professor of Public Economics at the University of Rome (Tor Vergata) and has worked extensively on development issues both academically and

as an advisor to Governments and multilateral institutions. Professor Rosati has an extensive research record in fields ranging from public economics to household economics and development economics, and has published widely in leading international journals.

Patricia Scheid joined the International Youth Foundation in 2011 after 22 years managing grants to enhance the impact of international education, healthcare, rural development and civil society programs in Africa and Central Asia. At Aga Khan Foundation USA, she served as Director of Programs and Strategic Partnerships, where she lead the Foundation's field operations support and expanded public and private partnerships. Earlier, she managed a USAID project to strengthen African civil society; and was an economist with the U.S. Department of Agriculture focused on African food security. Pat holds a BS in economics, political science and computer sciences from Michigan State University and an MS in organizational development from Johns Hopkins University. As a Peace Corps volunteer in Niger, she worked on women's empowerment. She served on InterAction's Executive Committee and chaired its Committee on Development Policy and Practice. Pat speaks French and has traveled to more than 20 countries in Africa and Asia.

Ousmane Seck is a senior officer of the Senegalese administration, Chief Inspector of youth. His career spans over 22 years in the service of promoting youth and youth employment. Between 1990 and 2012, Mr. Seck has held several positions in the Ministry of youth. Currently, he is the Coordinator of the Unit for Coordination and Monitoring of projects / programs of the Ministry of Youth and the focal point for multilateral and bilateral cooperation. Ousmane holds a Master of Public Administration from the National School of Administration of France (ENA/France), and is working on a Ph.D. in philosophy at Cheikh Anta Diop University and Illinois State University (USA). An active member of civil society, he participated in several studies and research on youth and youth employment.

Ousmane Sene is currently Associate Professor in the Department of English, University Cheikh Anta Diop university and also the Director of the West African Research Center (WARC). He earned his BA and MA in English at Cheikh Anta Diop University before going to France in 1980 to pursue his PhD at the Universite de la Sorbonne Nouvelle, Paris III, and Ecole Normale Superieure de Saint Cloud. Professor Sene, who was a Senior Fulbright Scholar in 1991, is a frequent visiting professor and scholar on various US campuses, teaching and giving lectures on African literature and other social science-related issues. He received the honorary title of Distinguished International Academician from the University of Minnesota in June 2010. He is the President of the Association of the Senegalese US State Department Association.

Madji Sock has more than 15 years of experience implementing and managing projects in Africa, Asia, Eastern Europe and the United States. She is currently the Director of Dalberg Global Development Advisors Dakar. With diverse management and technical experiences, she has particular expertise in conducting evaluations and assessments of development interventions, including: an impact assessment of ICT on teaching and learning in Senegalese secondary schools; labor market analyses of youth employment in West Africa; and market assessments of the labor demands of private sector employers in Senegal and Ghana. Madji holds an MBA in International Management from Thunderbird, School of Global Management.

Ibrahima Souaré is the Director of the Education and Placement Office of the City of Dakar. He is a chief inspector of National Education.

Awais Sufi joined International Youth Foundation (IYF) in 2005 and serves as Executive Vice President of Programs. In this role, he also serves as Global Director of IYF's Youth:Work program, a USAID-supported partnership between development agencies, the private sector and civil society to promote employment and entrepreneurship opportunities for disadvantaged youth worldwide. Prior to joining IYF, Awais served as Managing Director of the Education for Employment Foundation, which has a mission of providing jobs to young people across the Middle East and Asia. A licensed attorney, Awais has also worked in the corporate and securities practice of Arnold & Porter, a Washington, D.C. law firm, and as Law Clerk to the Honorable Judge John

Sprizzo of the United States District Court for the Southern District of New York. Raised in the United States and of Pakistani origin, Awais is a graduate of the University Of Texas School Of Law and the University of Chicago.

Dr. Michael Tetelman is a Principal Technical International Adviser with Education Development Center (EDC). He has over fifteen years experience designing and managing programs worldwide that promote economic growth, strengthen government service delivery, and that build human and institutional capacity. This includes providing technical assistance for youth livelihoods and workforce programs in Africa and Latin America, establishing professional skills and business consulting centers in Asia and the former Soviet Union, and conducting legal and regulatory reform in the international technology sector. Dr. Tetelman helps design and oversee labor market assessments, baseline surveys, and value chain analyses related to youth livelihoods, as well as building local capacity for workforce development and certification. He has also taught and published on topics related to African history and on international development. Dr. Tetelman received his undergraduate degree from Yale University, his Ph.D. from Northwestern University, and his J.D. from Georgetown University Law Center.

Dr. Maréma Touré Thiam is currently the Chief of Section Human and Social Sciences at Unesco/Breda. Throughout her career, she has devoted herself to issues of economic empowerment, the social and cultural status of women and youth in Africa. Prior to joining Unesco, she worked at the Central Bank of West African States (BCEAO) for 5 years as a Deputy Director in the Research Directorate. Ms. Thiam has been consulting at the international level for 15 years and has carried out several missions in various parts of Africa on behalf of agencies of the United Nations. Dr. Touré holds a PhD in Social Sciences and Sociology from the University of Paris I / Sorbonne Pantheon, and a Master of Science in Education.

Magatte Wade is designated by Forbes magazine as one of the “20 Youngest Power Women of Africa.” She was born in Senegal, educated in France, and started her entrepreneurial career in the U.S. Her first company, Adina World Beverages, based on indigenous Senegalese beverage recipes, became one of the most widely distributed U.S. brands started by an African entrepreneur. Her second company, Tiossan, offers skin care products based on indigenous Senegalese recipes online and at high-end boutiques. Magatte was also named a Young Global Leader by the World Economic Forum at Davos and is a frequent speaker at business conferences and college campuses, including Harvard, Yale, Columbia, Cornell, Brown, Dartmouth, MIT, Wharton, Babson, etc. Magatte writes for The Guardian, The Huffington Post, and Barron’s. She has been featured on BBC, CNN, FoxBusiness, New York Times, Le Point Magazine, etc. She is a mentor for the MIT Legatum Center for Entrepreneurship and Development. Magatte blogs at <http://magatte.wordpress.com>. She can be followed at www.facebook.com/magatte and www.twitter.com/magattew

Felix Weidenkaff joined the Youth Employment Network (YEN) as Junior Technical Officer in April 2012. He supports the work of the Youth Employment Inventory in the area of monitoring and impact evaluation of youth employment programs in Kenya and Egypt. Before joining YEN, Felix worked for the Entrepreneurship Section of the United Nations Conference on Trade and Development (UNCTAD) in Geneva. Felix holds an M.Sc. in Development Studies from the London School of Economics and Political Science.

Dr. Rebecca Wolfe is the Senior Youth and Peacebuilding Advisor with Mercy Corps and the Executive Director of the USAID-funded Yes Youth Can Think Tank. She has developed, implemented and evaluated youth development and conflict programs in numerous fragile environments including, including Afghanistan, Kenya, Kosovo, Liberia, Nepal, Somalia, Tajikistan, Timor Leste, Yemen and Zimbabwe. In November 2009, Dr. Wolfe worked with the USAID Mission in Kosovo to develop their youth strategy. She also teaches international development at New York University’s Wagner School for Public Service. Prior to joining Mercy Corps, Dr. Wolfe was a visiting professor at the Woodrow Wilson School of Public and International Affairs at Princeton University, where she had a joint appointment with the Department of Psychology. While at Princeton, she conducted research on the perceptual biases that lead to civilian casualties. She received her PhD in Social Psychology from Harvard University.

C. Conference Participants

Action on Armed Violence	Sarah	Passawe
ADDX & ORYX	Doudou	Ndiaye
Africa Data Information Network	Paul	Omondi
African Center for Women and ICT	Benson	Masero
African Development Bank	Borel	Foko
	Ahmed Ismail	Mahdi
	Rokhaya	Traoré
	Mohammed	Youssouf
AfriCare	Ousseynou	Samb
Afrique Solidarité & Développement	Marcellin	Koba
Agence Nationale pour l'Emploi des Jeunes (ANEJ)	Biram	Faye
	Fatoumata	Cisse
Agence pour l'Emploi des Jeunes des Banlieues (AJEB)	Pape Gorgui	Ndong
	Mareme Ngone	Diop
	Cheikh	Ndiaye
AGETIP	Magatte	Wade
	Mame Semou	Diouf
ANSD	Momar	Sylla
Association Sénégalaise des Amis de la Nature	Thierno Souleymane	Agne
BASIF	Ahmadou	Kane
	Ousmane	Mbaye
BIT	Vera	Perdigao
BMZ (German Development Ministry)	Gerhard	Ressel
Bouyan Bouyan Style	Mouhamed Aliou	Diallo
CFPH	Mohamadou	Diallo
Center for Educational Development & Career Initiatives (CEDCI)	Reuben	Etuk
Center of Applied Economic Research, University of Cheikh Anta Diop	Abou	Kane
Centre de Recherches et d'Etudes Sociales/ IREDU	Mahdi	Barouni
CESAG	Michel Waly	Faye
	Boni Constant	Joel
	Jihane	Moutairou
Child & Youth Finance International	Jared	Penner
Creative And Productive Youth Organisation (CPYO)	Oren T.	James
CSO/UNDP	Ousmane	Ka
CyanGirls and GYIN	Ndeye Awa	Gueye
Dalberg Global Development Advisors	Elizabeth	Eze
	Fatoumata Bintou	Fall
	Sophie Eusebe	Camara

DESK

Dior School

**Direction de l'Éducation et de l'Aide à l'Insertion/
 Ville de Dakar**

Direction de l'Emploi — Ministère de la Jeunesse

**Doxandem Squad/ US Embassy Youth Council
 Ecole Supérieure Polytechnique (ESP) Dakar**

Education Development Center, Inc.

Embassy Youth Council

Embassy Youth Council/ GYIN

Federal Ministry of Youth Development Nigeria

Freelance

GIZ

Global Youth Innovation Network (GYIN)

Groupe Sup De Co Dakar — Business School

Guinée Initiatives pour le Développement (GUIDE)

HELVETAS Swiss Intercooperation Bénin

iEARN — Liberia

ILO

ImagiNation Afrika

Iman School

Independant Consultant

Aissata

Vanessa

Jean-Louis

Karimatou

Madji

Mouhamad Moustapha

Mamadou Mbodji

Alioune

Ibrahima

Marie Sèye

Arona

Pape Mamadou

Abibatou

Safiatou

Saïdou Abou

Anne Khady Yolande

Jacques B

Michael

Ndeye Tening

Aissatou

Luka Jonathan

Boussoura

Ousmane

Joost

Beatrice

Awa

July

Abdourahmane

Tanor

Ndèye Fatou

Djibril

Cheikh

Mohamed Albert

Pierre Canisius

Fatoumata Chérif

Jean-Yves K.

Gloria T.

Cheikh

Sara

Nteba

Fatimata

Oumar

Patrice N.

Dieye

Diouf

Doucrou

Mbacke

Sock

Sy

Diouf

Sèye

Gueye

Seck

Toure

Camara

Ba

Gano

Ndiaye

Sagna

Seck

Tetelman

Gaye

Padane

Mangset

Talla

Ndoye

Gwinner

Tschinkel

Caba

Cisse

Dia

Fall

Ndiaye

Niasse

Sy

Sylla

Ngarambe

Diallo

Koumpogue

Tamba

Badiane

Elder

Soumano

Dieng Kane

Zahra

Bogna

In-Depth Consulting	Kennedy	Oulu
Institut Supérieur de Management (ISM)	Adissa	Pezingo
	Jeannette Koumkang S.	Dimwamwa
	Jeanne Meke M.	Nkondang
	Ndella	Sabara
	Nana Assa	Diébaté
International Labour Organisation	Federico	Barroeta
	Dramane	Haidara
	François	Murangira
	Diego	Rei
International Telecommunication Union	Diadie	Toure
ISM	Amadou	Diaw
IT Association of the Gambia Basse Chapter	KAWSU	Sillah
International Youth Foundation (IYF)	Hannah	Corey
	Jessica	Elisberg
	Bai	Kamara
	Pat	Scheid
	Awais	Sufi
	Anna	Titulaer
Jacobs Foundation	Marie-Claude	Rioux
J-PAL	Shawn	Powers
Kenya Youth Empowerment Project	Ehud	Gachugu
King Fahd Palace/ Tonus Fruit	Yoro	Sow
LEAD Afrique Francophone	Jojob	Faal
Les Amis de l'Environnement (AE)	Sékou	Doumbouya
LinkedAfrica	Emmanuel	Henao
Made In Salone (MIS)/ Messeh Partnership Trust	Iliyasu Kindi	Bah
Mercy Corps	Tara	Noronha
	Rebecca	Wolfe
	Ibrahima	Camara
Minalaygreen/ AIDE 21 Sénégal		Moustapha
Ministère en charge de la formation professionnelle du Bénin	Moussiliou	
Ministry of Youth — Senegal	Jean-Pierre	Senghor
National Employment Agency	Edmond Comlan	Amoussa
National Youth Employment Agency, Mali	Aly	Kébé
Nestlé	Sémou	Diouf
NYEP/ Ghana	Nuru	Hamidan
OFADDEC	Ndiogou	Diouf
Office of the Mayor of Dakar	Ibrahima	Souare
Omi Distribution	Kadidiatou	Camara
Paris School of Economics	Karine	Marazyan
Peace Child International	Ann-Katrina	Bregovic
Peace Corps Senegal	Trevon	Rainford

Peace Corps Senegal/ WATH	Deborah	Gilbert
ROKSEN	Astou	Seck
Salesians Institute	Sharon	Reagon
School to School International	Thomaz	Alvares de Azevedo
SIFE — Senegal (ENACTUS)	Khadissatou	Dieng
	Sandrine	Jiminiga
Sodefitex	Ahmed Bachir	Diop
South African Women in Engineering (SAWomEng)	Naadiya	Moosajee
SPARK	Michel	Richter
Student	Ousseynou	Diène
Synapse Center	Riku	Aakala
	Vamé	Coulibaly
	Mariama	Diaz
	El Hadji Ahmadou Demba Ba	Gahn
	Ciré	Kane
	Mamadou	Ndiaye
	Louis Jerome	Ndiolene
	El Hadji	Niasse
	Thierno	Sane
Synapse Center/ NDAAM	Cherif	Basse
Tiossan	Magatte	Wade
Tshikululu Social Investments	Samantha	Braithwaite
UCAD/ BOSY	Awa Diop	Sylla
UCW	Gabriella	Breglia
	Furio	Rosati
UNCDF	Laura	Munoz
UNESCO	Noel	Chicuecue
	Ndèye Astou	Ndiaye
	Pieume	Olivier
UNESCO/ BREDA Dakar	Dr. Marema	Touré Thiam
UNHCR	Laura	Buffoni
	Ndeye Penda	Ndiaye
UNIDO	Djibril	Coulibaly
	Matteo	Menegatti
	Nadia	Mrabit
	Gaetano	De Lisa
UNIDO and YEN	Abdourahmane	Sagnane
	Alfred	Jusu
Union des Jeunes de l'Ilot Vanou Port Bouet (Ilot Vanou)	Amand Jean-Louis	Boua
Unité de Coordination et de Suivi des Projets et Programmes — Ministère de la Jeunesse	Ousmane	Seck

Université Cheikh Anta Diop	Ibrahima	Faye
	Diarra	Dia
	Maodo Malick	Ndao
Université de Sherbrooke	Damien	Echevin
University College London/World Bank	Niklas	Buehren
University Gaston Berger	Amadou	Ndiaye
University of Massachusetts — Boston	Jemadari	Kamara
UPPA	Claire	Sambou
US Embassy — Senegal	Sarah	Diouf
	Kristin	Kane
	Jessica	Lopez
USAID	Michelle	Barrett
	Alfreda	Brewer
	Jerry	Brown
	Michelle	Chen
	Henderson	Patrick
	Pape Momar	Sow
	Zack	Taylor
	Ousmane	Sene
West African Research Center	Marianne	Yade
	Victor	Orozco
World Bank	David	Robalino
	Oliade Mesewaku	Babatunde
WorldSkills Nigeria	Rahman	Mogaji
	Leila	Varley
Y Care International	Kenneth	Odur
YAN/ Children's Chance International	Fred	Baseke
YEN	Boubacar	Diallo
	Drew	Gardiner
	Sharon	Kennedy
	Minna	Mattero
	Tendai	Pasipanodya
	Susana	Puerto
	Felix	Weidenkaff
YES with Africa Senegal	Patrick Edmond Jean-Marie	De Souza
YES/ YEN	Elvis	Agbayizato
YMCA Senegal	Jean Christophe	Diatta
Youth Business International	Dianne	Cornes
Youth Challenge International	Jane	Baldwin
Youth Ministry, DRC	Jean Modeste	Manenga

D. Bibliography

(For links to more event resources, including complete research papers and conference presentations, visit IYF Live here: <http://www.iyflive.net/events/59/meeting-resources>)

Alvares de Azevedo, Thomaz (School to School International), *Testing what works in Youth Employability—An Impact Evaluation in Kenya*.

Blattman, Chris (Columbia University), and Nathan Fiala (DIW Berlin), *Can employment programs reduce poverty and social instability? Experimental evidence from Uganda*.

Bregovic, Ann-Katrina and David Woollcombe (Peace Child International), *Be the Change Academy — Kenya Impact Evaluation*.

Brodmann, Stephanie and Patrick Premand (World Bank), *Entrepreneurship training among university graduates: Evidence from a randomized trial in Tunisia*.

Buehren, Nik and Imran Rasul (University College London), *Empowering Adolescent Girls: Evidence from a Randomized Control Trial in Uganda*.

Charamba, Tawanda and Kennedy Oulu , (Restless Development), *Livelihoods, employment and policy: Behaviors and attitudes of youth in 3 rural Tanzania regions*.

Cho, Yoonyoung (World Bank), and Mushfiq Mobarak (Yale University), *The Effects of Apprenticeship Training for Vulnerable Youth in Malawi*.

Cho, Yoonyoung and Honorati, Maddelana (World Bank), *Entrepreneurship Programs in Developing Countries: A Meta Regression Analysis*.

Chort, Isabelle and Phillipe De Vreyer (University Paris Dauphine) *Structure familiale et insertion sur les marchés du travail et du mariage: le cas du Sénégal*.

Echevin, Damien (Université de Sherbrooke), *Youth Employment in Northern Senegal: Creating Job Opportunities for Young People*.

Elder, Sara Elder,(International Labour Organization), *School to Work Transition Surveys: Preliminary results from West Africa*.

Kurtz, Jon and Rebecca Wolfe, (Mercy Corps), *When does employment matter? Understanding employment and youth participation in violence in Africa*

Mwangi, Peter and Paul Omondi (Africa Data and Information), *Youth Enterprise Inhibiting Factors and Opportunities*

Pugatch, Todd (Oregon State University), *Safety Valve or Sinkhole? Vocational Schooling in South Africa*.

E. Conference participant evaluation

After the conference, organizers collected evaluations from 41 attendees. Ninety-seven percent of respondents rated the conference overall as good or excellent; and 93% specifically rated conference materials, achievement of objectives, new information presented and design and organization as good or excellent. When asked about the overall effectiveness of presenters, 97% of respondents rated them as good or excellent; and in the areas of preparedness, knowledge, presentation of new information and interaction with the group, 93 % rated presenters as good or excellent.

The administration of the conference, including criteria such as venue, catering, and logistics and staff, was rated good or excellent by 95% of respondents; and over 97% of participants would recommend the conference to a colleague or practitioner working on youth employment issues. Respondents also included specific recommendations for future conferences, such as having fewer break-out sessions to allow for participation in all sessions; better communication with attendees before the conference (ex: sharing presentations); encouraging and making possible the inclusion of youth themselves at the conference; and more emphasis made on the attendance of policy makers in the area of youth development.